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SECRETARIAL NOTES

of the

Fifteenth Annual Conference

of the National Association of

Deans and Advisers of Men



Held at

OHIO STATE UNIVERSITY

Columbus, Ohio

April 27, 28, 29, 1933

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TABLE OF CONTENTS

MINUTES OF THE FIFTEENTH ANNUAL CONFERENCE:

	<i>Page</i>
Detailed Program	5
First Session:	
Address of Welcome—Dr. George W. Rightmire, President of Ohio State University	7
Response to Address of Welcome—C. R. Melcher, Univer- sity of Kentucky	9
Report of Committee on "The Functional Survey"	10
The Problems of the Foreign Student—Charles D. Hurrey.....	25
Second Session:	
Discussion of Change in Prohibition Laws	36
Scholarships and Loans—C. Herbert Smith, DePauw University..	45
The Place and the Opportunity of the Fraternity in the Educational Scheme—Alvan E. Duerr	56
Fraternalities and Their Colleges—M. C. Sewell, Secretary of Sigma Nu Fraternity	62
An Address Delivered to the Fraternity Men at Ohio State University Greek Night—Alvan E. Duerr.....	70
Third Session:	
The Relation of the Depression to Student Life—William E. Alderman, Beloit College	73
Effects of the Depression Upon Student Life—D. S. Lan- caster, University of Alabama	78
Beyond the Walls of the College and the University— Walter J. Greenleaf, Washington, D. C.	83
The Responsibility of the University—B. A. Tolbert, University of Florida	88
Fourth Session:	
Round Table Discussion	107
Extending the Function of the Dean of Men—C. R. Melcher, University of Kentucky	109
Constitution of the Aeons	114
Why Is a Dean—Stanley Coulter, Purdue University.....	115
Fifth Session:	
Relation of Problems of the Curriculum to the Office of the Dean of Men, the Bucknell Plan—R. H. Rivenburg, Bucknell University	126
Comments by Den Boucher on the Results of the First Year of the New College Plan	131
Business Session	138
Treasurer's Report	139
Appendix	150-153
A—Official Roster of Those in Attendance.	
B—Roster of Ladies Group.	
C—Meeting of Wives of Deans.	
D—Roster of Members 1932-1933.	
E—Summary of Previous Meetings.	
F—Minutes of Executive Committee.	

PROGRAM

Thursday, April 27

MORNING

9:30 a. m.—Registration.

10:00—Address of Welcome—George W. Rightmire, President of Ohio State University.

Response—Dean C. R. Melcher, University of Kentucky.

10:40—Report of the Committee on "The Functional Survey"

Dean D. H. Gardner, University of Akron.

Dean J. A. Bursley, University of Michigan.

Dean W. L. Sanders, Ohio Wesleyan University.

11:40—"The Problem of the Foreign Student," by Charles D. Hurrey, General Secretary, Committee on Friendly Relations Among Foreign Students.

Discussion.

12:30—Lunch.

AFTERNOON

2:00—"Problems Arising from Changes in the Prohibition Laws"—General Discussion by the Membership.

2:50—"Student Loans and Scholarships"—Dean G. Herbert Smith, DePauw University.

Discussion.

3:30—"The Place and Opportunity of the Fraternity in the Educational Scheme"—Alvin Duerr, Scholarship Committee, National Interfraternity Conference.

4:00—Joint Session with the College Fraternity Secretaries Association. Address by Malcolm C. Sewell, Secretary of Sigma Nu Fraternity. "The Preceptor System."

6:00—Dinner. (Informal). Guests of Ohio State Fraternities at Annual "Greek Night" Banquet.

Friday, April 28

MORNING

General Topic: "The Relationship of the Depression to the College and the University."

9:30—"Presentation of the Subject"—Dean C. E. Edmondson, Indiana University.

10:10—"Within the College and University—Student Life"—Dean W. E. Alderman, Beloit College, and Dean D. S. Lancaster, University of Alabama.

10:50—"Beyond the Walls of the College and University." The General Subject—W. J. Greenleaf, U. S. Office of Education.

"The Responsibility of the University"—Dean B. A. Tolbert, University of Florida.

11:30—General Discussion.

12:30—Lunch.

AFTERNOON

General Topic: "Extending the Functions of the Dean of Men."

(A Re-evaluation of the Office as Developed in the Past 25 Years).

2:00—Presentation of the Subject—Dean C. R. Melcher, University of Kentucky.

2:40—Round Table:

Dean C. R. Melcher, University of Kentucky, 1914.

Dean C. E. Edmondson, University of Indiana, 1919.

Note: This topic (or topics closely related to it) was suggested by a number of men. The session is arranged in response to requests by the younger men of the Association and those younger in service so that at some time during the meeting a definite period be set aside at which time the active deans longest in service would be available for informal conference.

3:30—"Why Is a Dean of Men"—Dean Emeritus Stanley L. Coulter, Purdue University.

6:00—Dinner. (Informal).

"The Relationship of the Office of the Dean of Men to the Administrative Program of the College or University," by W. L. Bryan, President of Indiana University.

Saturday, April 29

MORNING

9:30—"Relation of Problems of the Curriculum to the Office of the Dean of Men."

"The Bucknell Plan"—Dean R. H. Rivenburg, Bucknell University. Discussion.

10:00—Reports of Committees.
Election of Officers.

Fifteenth Annual Conference
of the
Association of Deans and Advisers of Men
Held at
Ohio State University, Columbus, Ohio
April 27, 28, 29, 1933

FIRST SESSION

Thursday Morning, April 27, 1933

The first session of the Fifteenth Annual Conference of the National Association of Deans and Advisers of Men, held at the Deshler-Wallick Hotel, Columbus, Ohio, was called to order at 10:15 a. m., by President C. E. Edmondson, of the University of Indiana.

President Edmondson: Gentlemen, it is a pleasure for us to gather once more, meet old friends, acquire new friends, get some encouragement and a little inspiration from the gathering.

We assume, of course, that we are welcome here as guests of Ohio State University. It is a pleasure to have a greeting from the President of that great institution, Doctor Rightmire.

Address of Welcome

By DR. GEORGE W. RIGHTMIRE, President of Ohio State University

I hope during your sessions you will be able to come to the Ohio State University Campus and look us over and get some distinct impressions and fresh impressions about what we are there and what we are trying to do.

I welcome you here as the guests of the Ohio State University, and I note by study of your program that most of the embarrassing, difficult and undecided problems that go along with the office of the Dean of Men will come up here for discussion. In fact, the program is, I think, a good index of what a Dean of Men generally finds to do.

With us until recent years, there was no Dean of Men and nobody in fact who acted in that capacity. All cases, so far as possible, were attended to by the President of the University and most of you I think realize that with all the other multitudes of duties and responsibilities inside and outside of the University that the President must shoulder, he has very little, and at that no connected time, to deal with these multitudes of problems which face a Dean of Men.

So for five years or a little more now we have gone along with the

office of the Dean of Men and from the very first minute, that office has wholly justified itself in the Ohio State University's administrative and social organization. The office has taken on one function after another.

For instance, we have a student auditor, a student whose business it is under the general supervision of the Dean of Men, to look after the accounts of all types of student organizations, and you know they are legion, and you know also that without some type of supervision, their accounts are rather loosely and inadequately maintained and a good many things may happen between the time money is received and the time it is finally accounted for. Now we have the student auditor as a branch of the office of the Dean of Men.

We also try to look after the problem of student housing, and in the University, situated as the Ohio State University is, the problem of housing of men is a difficult one. We have no dormitories for men. We have three for women. But the men must find rooms and board somewhere out in the vicinity of the campus, and in a city of three hundred thousand or more people with its great variety of interest and attractions and influences to lead the student away from the halls of learning, we need some rather careful supervision of that. And that problem has been working out for us, I think, as well as it can be done under present physical conditions through the office of the Dean of Men.

Then we have always had the fraternity with us. Most of us probably know from experience what a fraternity is; we have been in it and through it in our college days, and we know how inconsequentially a good deal of that management went on in the old days. Now, recently, we have been endeavoring to see how they might fit better into the educational and social scheme of the University, what they may contribute to the University and what the University may well be expected to contribute to them. We have given very particular attention in the last two years to that phase of student life and I think I am not over-stating it when I say we are making very commendable and satisfactory progress in dealing with fraternity organizations, of which we have fifty or sixty, and I don't know how many students are involved in those organizations, but a great many.

We have many other problems which are common to our institutions, and this whole stream of activity and supervision and encouragement and stimulus comes through the office of the Dean of Men. Therefore, my observation has been the Dean of Men has a tremendous responsibility.

In addition to all these other things, he also must have some care for student loan funds. He gets close to the student, as I have been able to see it, in almost every possible way, every channel of approach to the student is open to the Dean of Men and the office has tremendous responsibilities which we are endeavoring earnestly and I think with a high degree of success to develop.

Therefore, when I stand in front of you this morning, I may say, I believe, that I appreciate pretty completely what it is the Dean of Men must stand for and what he must busy himself about and what he must constantly try to eventuate as the outcome of student life, the social life,

the moral life, the religious life and many other phases of the student life while he is spending his four years with us. I think I have a keen appreciation of those problems and the ways in which they may be attacked.

Therefore, because of that appreciation, because of this five or six years' experience with Dean Park and his assistant, Fred Milligan, and the student auditor and some other personnel in that office, because of all that, I am particularly pleased that this group this year is coming to Ohio State to discuss your problems. In the discussion of those problems, I know we will have a round table here and we will get light from many corners, from many directions and from many places. This is a place, I suppose, where we are really pooling experience, and in this business of dealing with adolescent manhood, there is no end to the varieties or the extent of the experience which we may come into contact with.

Therefore, on behalf of the University, it is a great pleasure for me to stand before you for a minute and say to you that I welcome you here and I trust that this conference will result in an exchange of opinions and experience and visions and hopes which will put the Dean of Men forward in his enthusiasm and also forward in his accomplishment. I hope to see you up at the University. Thank you very much.

President Edmondson: I regret that Dean Field has not arrived from Georgia Tech. Maybe he has had a flat tire. I will call upon our veteran Dean present, Dean Melcher of Kentucky, to respond to President Rightmire's Address of Welcome.

Response to President Rightmire's Address of Welcome

By C. R. MELCHER, University of Kentucky

President Rightmire, it is my pleasure in behalf of the Deans and Advisors of Men assembled here for our fifteenth annual conference to thank you for your hearty welcome and the expression of your sympathetic understanding and appreciation of the duties that devolve upon the Dean of Men in his administrative capacity.

We are especially delighted to be here with you at the University of Ohio under such pleasant conditions of weather, environment and hospitality.

A glance at our program assures us that a most profitable and delightful social meeting is in store for us and the record of this conference will be that of one of the most successful meetings in the history of our organization.

President Edmondson: At this time I should like to announce committees.

Committee on Place of the Next Meeting and also on Nominations, the same Committee for both, is composed of Dean Field, Dean Rivenburg, Dean Bursley.

Committee on Resolutions: Dean Melcher, Dean Armstrong, Dean Miller of California.

(Here followed Convention announcements by Dean Park and Dean Gardner)

Gardner, Akron: Mr. President, last night at a meeting of the Executive Committee, at which you were in attendance at least in person, the Executive Committee, upon the urgent recommendation of the Secretary, suggested that we present a motion to the assembled multitude relative to the editing of the informal comments which are made by the speakers, and it was decided by the Executive Committee to recommend to this gathering immediately that informal comments not be sent to the members for editing.

Motion seconded by Smith of DePauw and carried.

Tolbert, Florida: I think, Mr. President, it should be understood that the Secretary will use due discretion in editing these things and if somebody says something and forgets to tell the stenographer that he doesn't want it down, we would like to ask Brother Gardner to delete it.

President Edmondson: Dean Gardner is noted for his tact and discretion, so I think it is safe to leave it with him.

We have with us a number of men who are not Deans. I should like to extend these men the privilege of making comments, asking questions as they choose.

We will proceed with the report of the Committee on "The Functional Survey," of which Dean Gardner is Chairman.

Report of the Committee on "The Functional Survey"

By D. H. GARDNER, Akron

At the meeting in Los Angeles in 1932, the details of the survey of the functions of deans and advisers of men, which had been conducted by a committee of the Association, were presented. At the conclusion of the report, the Committee offered the following recommendation:

"That a Committee be instructed to study further these data collected and any other pertinent facts and submit a report at the next meeting. This report should embody certain fundamental theories of the work of deans and advisers of men."

The recommendation was unanimously adopted by the members in attendance. The new president appointed the same committee which had conducted the survey, Armstrong, Bursley, Sanders and Gardner, to continue this study.

Various circumstances and conditions have prevented the Committee from giving as much consideration to the matter as they wished. It has been exceedingly difficult to study and discuss this problem without many meetings, and such meetings have been impossible, due to the geographical location of the members and the lack of funds for travel. In addition, this project is of a pioneer type for this association, and it was felt advisable to give due thought and consideration to the ideas and suggestions of the members.

There have been in the past several fundamental differences of

opinion regarding the purposes of this group. Many think that the association should have no other objective than an annual, informal gathering where ideas and experiences may be exchanged. Others feel that the association should be highly formalized with an elaborate constitution, with numerous special committees, with interlocking relations with similar organizations and so forth. Still another coterie believe that there is a middle ground between the ideas of these two groups which is the logical field of this association. It was on the premise of the last plan that the Committee proceeded with the survey.

The benefit from this course of action seems to be in accordance with good educational practices. No one wanted to lose the delightful fellowship resulting from the freedom and informality resulting from the past annual meetings. On the other hand, the complexity of the economic world and the rapid increase in the educational leaders' interest in the conduct of student problems presented certain factors which had to be considered. If we were to meet these demands of academic leadership, it was necessary to establish first a simple machinery to perpetuate the very factors which some felt would be destroyed by any formalization of the Association.

For example, the association is financed by annual dues. In the past, these have been paid at any time the members wished, and often, they have never been paid at all. It is extremely difficult for the officers to handle matters which require financial assistance.

One project in which the association has always been interested was the preservation of the experiences, thoughts and ideas of the pioneer deans. Already, these are invaluable to all of us who have had the opportunity of hearing men who established the first offices. However, many men have been unable to attend the annual sessions and have had little or no contact with these pioneers and unless some way is found to record this wealth of material, it will be lost. This project will need financial support and a certain amount of management.

With this situation in mind, the Executive Committee last year submitted a simple constitution which was adopted and which provided machinery to carry on the work of the association between meetings. The adoption of the constitution, however necessary and essential it may have been, left unanswered a major riddle. A factor probably not appreciated by many of us is that there are many deans who can not attend all or any of these meetings. These sessions of ours are practically the only places where new men in the field can learn of others' experiences and accomplishments and where veterans can receive inspiration and courage to carry on their work. Those men who can not attend all the meetings need assistance. It is imperative that the new group have some basis upon which to build their aims and purposes. Why should it be necessary for every new dean or adviser of men to experience all the travail that so many of us had to go through in the early stages of our work? Is it not only sensible and right that a group with a title, the National Association of Deans and Advisers of Men, should make available the basic theories of this work not only for the new men but also for the old guard, that they may be kept from straying from the path?

Puerile, ineffective, incomplete as any theories advanced may be, nevertheless they will most certainly have some value in clarifying those problems.

This, then, was the approach of the committee. It was hoped that from the results of the elementary survey, certain basic theories of the work of deans and advisers of men could and should be deduced. There was no thought that these theories should be binding on anyone or cause changes in individual ideas or organizations, but rather that they might serve as guides to the many and possibly afford some benefit to the few. The hope was expressed that the conclusion might be of some use to that college president well known to all of us who appointed a dean of men and when asked by the neophyte as to the duties of this great mysterious office, replied, "I am sure I don't know; you go and find out."

A study of the survey data soon showed that there are quite a few things which all of us are doing, but the Committee realizes the danger in drawing conclusions regarding specific functions. It was evident to the committee that even though the final functions performed were the same, the techniques and approaches to the problems varied widely, due to the variety in sizes and types of institutions and administrative organizations, individual idiosyncracies. Therefore, after due consideration, it was decided to set down merely basic principles, shorn of detail and with no reference to the administrative organization.

In presenting the following resolution, we wish to point out, however, that an inseparable part of the work is the personal make-up of the man who is interested in college men, must understand young people and must be able to stimulate them. This resolution is intended to assist in establishing fundamental concepts of the work of deans and advisers of men and is not intended to indicate the complicated machinery necessary to carry them out.

Therefore, it is recommended by the Committee that the Association go on record as approving the following:

"That a Dean or Adviser of Men is an administrative officer of an educational institution possessing the training, the authority and the means to aid the individual male student in the solution of his personal problems and to direct his group activities in such a way as to further the student's development and the general educational program of the institution."

As a result of a study of the survey data, the Committee finds that the Dean or Adviser of Men reaches his objectives through dealing with such matters as, housing and boarding, health, financial assistance, part-time employment, vocational motivation, extra-curricular activities, moral and social life, etcetera, in their relation to the student's progress; and by maintaining adequate and composite records both of the personal and academic history of the individual student and of the purposes and activities of the organized groups; and by working in cooperation with the faculty and the other administrative officers of the institution.

Mr. President, it is suggested that if it is the wish of the association, some discussion of this report be postponed until the business session on

Saturday morning in order that everyone may have ample opportunity to consider the matter. There will be mimeograph copies of this report available at the time of the afternoon session.

President Edmondson: I shall call upon other members of the Committee to add any remarks they may have on this report. Dean Bursley?

Bursley, Michigan: Mr. President, I think that Dean Gardner has expressed the ideas of the Committee very fully and I hardly feel that it is necessary for me, at least, to add anything to what he has said, but I think it might be well if he would read that recommendation once more so that others who are not as familiar with it as we are would have a little better idea of its meaning, so that we might perhaps discuss it more intelligently.

President Edmondson: Suppose you read it again, Dean Gardner.

Gardner, Akron: "That a Dean or Adviser of Men is an administrative officer of an educational institution possessing the training, the authority and the means to aid the individual male student in the solution of his personal problems and to direct his group activities in such a way as to further the student's development and the general educational program of the institution."

President Edmondson: Dean Sanders, do you have any further comment as a member of the Committee?

Sanders, Ohio Wesleyan: Mr. Chairman, members of the Association, it seems to me that our survey carries with it an implication, and it is about one of those implications that I should like to center my remarks.

Those of you who were present at our meeting in Gatlinburg, when we were the guests of Dean Massey and the University of Tennessee, will recall that one of the general subjects under discussion was preparation for the work of Dean of Men, and at that time, we had a number of the older men, the Nestors of the organization, if you please, who discussed their conception of the preparation for the work of Dean of Men. You will recall that it was a very fruitful discussion, even though you may have differed from some of those men with reference to the possibilities of one's preparing specifically for this office. I suppose those of you who were present at the meeting were under no illusions about the fact that I personally differed somewhat from the point of view that a few of the men assumed.

I believe that this survey shows that in the twenty-five years or more that Deans of Men have been operating in the institutions of higher learning in this country, the work has been fairly well defined. I think the survey shows that. It is no reflection, therefore, upon the men who pioneered the way, beginning with Dean Clark, and coming down to our good friend, Dean Melcher, here; there is no reflection upon them to say it remains that the work now as defined by themselves and by the experience of other men is pretty well defined, that is, the general stakes as I see it, are set, and this survey shows that, that there are certain specific functions which a dean of men must perforce perform in his institution if he is to hold a position and to function adequately as that kind of an officer.

Now, if my assumption is true, if the data show, as I believe they do

show, that the work is fairly well outlined, then it seems to me that we may go on from that point and begin making suggestions to institutions of higher learning which have an interest in preparing men for this particular work. That is to say, I do not believe that Deans of Men are born. I think they have to have certain characteristics which of course they inherit, at least in part. But I believe that a great deal can be done to train men for this particular work and that it is high time that the National Association of Deans and Advisers of Men should indicate the lines along which that training might follow.

As it strikes me, a Dean of Men has three general functions to perform in working on the problems outlined by our Secretary, the man who conducted the survey and a man to whom we owe a great deal for the survey.

He must, first of all, in the spirit of a physician diagnose the difficulty that he meets in the life of the students, and those, as Mr. Gardner indicated, are of course many and there is a wide variety. He must know how to diagnose, and I insist that he can obtain some help if he is properly trained in his diagnostic work.

But he must do more than that, he has to understand what the remedy will be. It is not enough merely to identify the difficulty. I think I could identify measles fairly well after the experience through which I have just passed when my tribe of four experienced that malady. I think now if I saw a youngster with measles I would be able fairly well to diagnose that, especially after he became speckled. But I wouldn't know what remedies to give him. Now, a school could help me to discover what remedy would be and that is an important thing, and a good many men in this work in the past have not only had to diagnose the cases, but they have had to work out the remedy by a sort of trial and error method.

But our job isn't finished when we have discovered the remedy. Perhaps the most subtle and the most difficult work begins right at that point. You have to know how to give a remedy in such doses as the patient will retain. A doctor may be a perfectly good physician and he may be able to diagnose a case very well and he may know what the remedy is, but unless he knows how to give that remedy in such doses as the patient will retain it, of course, he doesn't succeed. The patient spews it out.

And when you are dealing with individuals, as all of us do deal with individuals, on matters of personal adjustment, it seems to me we have to learn how to give our remedies and give them in such doses as the patient will retain it, and I think, for instance, any good university could supply a man with clinical experience that would help him in understanding how to apply his remedies.

In short, I believe that in those three fields, the matter of diagnosis, the matter of remedy and the matter of giving the remedy, we are now in a position to say, "It seems to us we ought to have help, help here, here, here," and it is the business of institutions interested in training men for this work to supply those sources.

Just this further thought and I shall have said what I want to say. If we don't do that, if we assume that Deans of Men are not made, that

they grow up somewhat like dandelions in the spring, that there is not much you can do to train a man for the office, all he needs is some common sense and a bit of academic experience and an interest in young men who are in universities, then some other organization will attempt to do that very thing. I feel just as sure of that as I feel of any position that one can take in academic life and I believe it is incumbent upon this organization not only to set the general stakes, by a careful survey of our work, but to make specific concrete suggestions as to the type of training that a man ought to have who is coming into this particular office.

Now, I know that some of you will probably differ from that, but that seems to me to be a direct implication of our worth and I don't see how that we can escape very long that fact and I should like, therefore, to see this association, through its officers or through some special committee, outline certain general types of courses which young men who seek to prepare for this office might take in some institution of higher learning for this very important work, the work which I think we feel has a very permanent place on the campus, a work to which we are willing to give our lives and all that there is of us.

President Edmondson: Dean Armstrong of Northwestern is the fourth member of the Committee. I will call upon Dean Armstrong for any further remarks.

Armstrong, Northwestern: Mr. President, I don't feel that, as a member of the Committee, it is my particular function right at the present time to add to the comments. Our work has consisted of presenting the resolution. I would, however, invite the Deans when this is presented, to make such comments on it as they see fit because I do think that the whole matter is very important to the association, in our own work on the campus, the concepts which others have in regard to the work, and its possible effectiveness with the students with whom we deal.

I believe that the time has come when the student on the campus, the administrative officer in the institution and the Dean of Men should say more about his work than "I don't know really what it includes." I don't believe there is a campus in the United States on which there is a Dean of Men that has in its student population alone any adequate concept of what our work is. I think I can make that statement without fear of contradiction. People have the wrong idea about Deans of Men, inadequate ideas.

Now, where are they going to be informed about it, what is the source? In my estimation, it must come from the Dean of Men first, an articulated concept, even if that concept is subject to change, and an adequate dissemination of knowledge in the educational field and on our campuses as to what we are and as to the resources which we need to fulfill our functions adequately. People know what a Dean of the College is, they know what a President of the University is, they might not be able to explain in great detail; but there is no reason in the world why they shouldn't know adequately what we are doing and there is no reason in the world why we shouldn't articulate that matter ourselves.

President Edmondson: The question is open for discussion.

Stephens, Washington University: Mr. President, as I followed the statement of the functions presumably to be performed by the Dean of Men, I think I got fairly clearly the essential meaning embodied in most of the language. There appeared as a part of it, however, an expression which ran, I believe, as follows: "And to direct his organized activities." May I pause to inquire of the Secretary whether that is essentially the wording?

Gardner, Akron: "And to direct his group activities."

Stephens, Washington University: I realize that it is easily possible to be too precise or meticulous as to the possible meaning to go with certain terms, and yet it gives fairly definite formulation to the meaning of the function. I rise primarily, therefore, to ask what was in the thought of those who prepared this statement as to the meaning of that part of it. I find myself on the moment a bit bothered to know just what meaning we ought to attach to the words "direct" and "activities." Does it have reference to athletics, may it have reference to practically all extra-curricular activities? How much authority is embodied, if any authority, in the word "direct?" That states the essential question that I have in mind and I should be glad, I think, if some member of the Committee would attempt to indicate what was its thought as to the scope of the meaning of that part of the expression.

Gardner, Akron: Mr. President, I think Dean Stephens' comment is quite in point. We cogitated a great deal over that terminology. At one time this read "with the exception of athletics," and we had other words for direct, such as coordinate, consider and so forth.

First of all, about the question of the verb "to direct." We felt that with the other statement, "The authority and the means to direct," that would provide latitude in any institution, whether you cared to serve merely in an advisory capacity or whether it might be more of—should I say dictatorial capacity. But by "direct" we had the idea of implicating, at any rate, the steering process rather than any effective control.

I don't know that that is quite a clear explanation, but I might say in passing that you can write this thing a thousand different ways and use a thousand different words and everyone has a little different understanding, of course, of the words. That was why we tried to keep it as general as possible.

Now, relative to the matter of athletics, some members of the Committee felt that they should be definitely excluded. On the other hand, at a very recent meeting of the North Central Association of Colleges and Secondary Schools, their athletic committee made a report, rather an extensive one, in which they enumerate certain standards and so forth by which they felt athletics could be properly handled without interfering with the academic process of the institution, and one of the most salient points of that was in the fact that on the committees on loans, scholarships and employment that there should be—and they state specifically the business manager of the institution or the Dean of Men. And following out that implication and several others, it was felt advisable by your committee simply to let athletics out of the picture. If in a certain institution your president does not feel that you should direct

athletics or have any relation to them, why this would permit that condition. But if we exclude athletics, Dean Stephens, and in some institutions the Dean of Men acts at least in an advisory capacity, this would not cover that situation.

President Edmondson: Is there further discussion?

Rivenburg, Bucknell: Mr. President, I am in accord with what Dean Sanders said with regard to the value and importance of training for men who are going into the work of Deans of Men. It seems to me that it is altogether too much left to trial and error at present. Each new man who comes in has to work out his own salvation without very much guidance and without very much help from others.

The suggestion occurred to me as I sat here, (I know it has been talked of before), as to whether we could have some sort of a school in the summer time for a few weeks at some institution. That would be exceedingly helpful to me and to my institution. For example, we have a Dean of Freshmen who has just now been appointed Dean of Students. I know it would be very helpful to him and it would to me if there could be in the summer, for example, for three or four weeks, perhaps a week at each of three or four institutions. I personally would delight if I could have the opportunity of going to the University of Michigan and seeing for a week how Dean Bursley conducts affairs there—I am simply using these as illustrations—and then going to Northwestern for a week and seeing how Dean Armstrong's organization functions, perhaps to the University of Wisconsin, University of Illinois, or any other universities where the Deans of Men have made outstanding successes.

I am wondering if it wouldn't be possible to have some sort of a pilgrimage like that worked out to which the men who are coming into this work, particularly the young men, and any of us who are older and who would like to do it, could go for say a week at a time for three or four weeks in the summer and get a tremendous amount of value and a very great deal of inspiration from that sort of an experience. I would be delighted personally to spend four weeks in the summer time, a week at each of four universities, getting pointers that I know would be of very great value to me and to my institution.

Lancaster, Alabama: Mr. Chairman, I am very much interested in what has been said here. Speaking first of the general definition of the office of Dean of Men, it seems to me the Committee has been eminently wise in the way it has set up that definition. I am glad you didn't leave out and exclude the direction of athletics. I think I gather from what you have said in your definition that in using the term "direct" you do not mean, of course, "administer," but rather "guide" the general policies. And it seems to me that many of us who sit on athletic committees are in a very excellent position to do just that thing. Personally, I can not give any suggestions that would improve in any way that general recommendation of the Committee.

As for Dean Sanders' comment about Deans of Men being made, I have always been rather of the opinion that they were born and not made, but I think it would be very foolish if I should say that we can not set up a training program that would take those men who are un-

usually well qualified for this type of work and improve upon them. It seems to me it is definitely up to us, who have had some experience in this work over a period of years, to attempt to analyze the duties, the jobs that we perform from day to day. We can sit down and do it. It is a difficult thing because they are so varied. We can definitely set forth the work that we do from day to day. We can pool the findings of our individual members and it seems to me could work out a very fine course of study program. Personally, I should certainly like to see us carry forward the ideas that have been suggested about a summer school of that sort where younger men who are just entering the work could go and older men could go, and I think that is a fine opportunity for that definite type of training.

Gardner, Akron: Mr. President, might I say that the Committee had in mind the possibility of making a suggestion to the incoming executive committee relative to the program for next year, that we take several of the functions, for example, let me take housing and boarding of students, that that be given a place on the program and say three or four men from different types of institutions be given the very specific task of explaining in practical detail how that thing is handled at that institution. This is no reflection upon previous programs or upon previous speakers, but most of our papers have been rather in general terminology and more along the theory of the thing. That was why that suggestion was made, with the possibility that part of the program might be given over to this new arrangement. We might have a man from a state university, a man from a small liberal arts college, a large liberal arts college, a man from a teachers' college or some set-up like that, explain in detail in the course of fifteen to thirty minutes how he handles a specific problem and in that way at least get it incorporated into the minutes so that the new men could turn to those things. That is simply a suggestion, there is no present recommendation relative to it.

Thompson, St. Olaf: Mr. President, it is not quite clear in my mind whether Dean Sanders had in mind certain academic courses to be offered at various institutions in addition to what the secretary now has mentioned of having sort of a clinic here at our conference meetings. If I understood Dean Sanders right, why, he had in mind our outlining certain courses that young men would be expected or at least that would be suggested to them that they would take before entering upon the work.

Sanders, Ohio Wesleyan: May I answer the question, Mr. President?

President Edmondson: Dean Sanders.

Sanders: That is exactly what I had in mind. I can see a benefit in the clinics that have been suggested. I think Dean Rivenburg's suggestion is an excellent one. I am sure you are all familiar with the fact that certain institutions, notably Columbia University and the University of Southern California, now offer or attempt to offer courses which prepare men for the work of Dean of Men. Now, for this association, engaged as it is in the work on various college campuses, to sit back and have those courses developed apart from the work that is being done, seems to me to be very unwise and I see no reason why a group from

this Association, authorized by the association, on the basis of investigations that we have conducted, at least which we have started, should not say, "Now here are about the kind of problems that a Dean of Men must meet, the kind of problems he does meet, and we feel that in view of the functions which we have discovered, these courses should be set up in such a way as to meet the needs of the young men so that when they go to their repective tasks that they will have the benefit of all the men who have been doing this work through the years." And we shall pool, to use Dean Lancaster's term, our experience and, pooling that experience, organize, integrate, to use our friend Jimmie Armstrong's pet word, we shall integrate this information and put it in such a form that it can be presented, there would be nothing more inspirational than to have this information, this experience pooled and presented in a logical fashion. Of course there may be insuperable difficulties that I can't see, but it looks to me that that is precisely what we will have to do or somebody else will do it and they will not have the experience that we have had and will not know the problems as we know them, and a lot of things that perhaps will be put in will be extraneous. I would like to see the heart of the thing at least laid out by this association.

It doesn't mean to stultify the words "Dean of Men," it doesn't mean to organize it to such an extent that when a man comes out, he thinks he must do this and this and this, irrespective of the situation and facts, but if my analogy concerning medical practices is true, it will help him in those three lines of endeavor and I believe that would be very much worth while. So my remarks are in the precise dircetion you made, Mr. Thompson.

Thompson, St. Olaf: May I ask another question, maybe it is premature, Dean Sanders, but have you thought of certain courses or subjects?

Sanders: Yes, I mentioned the matter of clinic experience. In these institutions, you have departments such as medicine, and psychiatry. What would be finer for a Dean of Men than a period of Johns Hopkins University under the guidance of a man like Adolph Meyer where they have all kinds of people, a great many students who come to their clinic with their difficulties?

I am convinced that again and again our work with a student fails because we know there is something wrong with him, never altogether sure of his difficulty, perhaps we are fairly sure, but we do not know exactly what to do. I think a prospective Dean of Men or a man now in service, at an institution like Johns Hopkins or any other institution supplying a similar service could learn a lot about the diagnosis, the determining of remedies and, as I indicated, the giving of those remedies. That is one.

Take a good many deans who come in, and they have a lot of data which they collect or which other men in the institution collect, perhaps the Registrar collects, and they have no experience in dealing with statistical data and it is rather difficult for them to grasp the picture. They don't necessarily have to be statisticians, but they ought to know enough about statistical procedures to be able to direct an investigation that they

want made in order to understand what the general situation is, because not infrequently, as you all well know, perhaps know better than I do because you are more experienced in it, a general situation in your institution with which you may not be as familiar as you might be ruins the work that you are doing with the individual, that the individual is a part of the situation and you work with this individual and you can not properly work with him unless you work with him in relation to that whole situation. It seems to me, therefore, that certain information, concerning the statistical studies and their analysis and so forth will be indispensable to the Dean of Men.

I think he could be helped tremendously by a philosophy of this particular work. I am getting back to Armstrong's speech, which we all applauded to the echoes at the Gatlinburg meeting, in which he talked about a philosophy of this work. There is no reason why that philosophy on the basis of the student shouldn't be worked out so that when a young man or a man who has not yet worked that out would receive enormous help by going over the whole field and working out for himself a point of view and not just working at it more or less haphazardly.

May I once more repeat, lest it be misunderstood, that this in no way reflects upon the men who began this task and who, through the experience of day after day, and with nothing to guide them but their own experience, have made an enormous contribution. I certainly would not take second place to anyone in expressing an appreciation for the work they have done. It just seems to us, to camp where they fell is nonsense, gentlemen. We dare not camp where they fell, we must move on. And if we are going to move on, we must move on in the way of integrating, organizing, bringing together a body of knowledge and specific courses that a man may take in an institution of higher learning that directs him to the task of Dean of Men. You don't go to the President anymore and say, "Well, pick Tom, Dick and Harry," you say, "Pick this particular Tom, because he has the personal qualifications," as Dean Lancaster and others have pointed out, "But he also has this training."

I happened to work in psychology. Anybody who has taken any graduate work knows he can't use everything that has been told him, but he does secure enough information and he does secure enough points of view and he does obtain enough techniques which in his local situation he can use. We don't say to men in other lines of academic work, "You don't need any training, you just come in and try it out day by day." We say, "We think you ought to be specifically trained," and we build up standards of training, sometimes those standards of training are not all that they should be, but we have gone a long way when we set up standards.

I am afraid I have talked too long, but this is certain to help men working in the field of Dean of Men, and I am tremendously pleased to see it working out in what I would call constructive organization in the way of helping all members of the organization and the newcomers that will succeed us.

Tolbert, Florida: I think that this proposition has just lots and lots of merit and it is necessary for us to do something about it. Any job

that is worth doing, any man doing a job he considers worth doing is bound to be looking for an approach for that job, because every good man in the job of Dean of Men helps the job and helps every other Dean of Men, and every poorly trained man in that job hurts the whole proposition.

I have two or three young fellows in our school who are definitely pointing to preparing themselves to do this job. They come to me very frequently and want to know, "What courses should we take in our undergraduate work that will lead to a more thorough preparation for this job in our graduate work, what experiences should we undertake?" I know all of us know men of that kind whom we would like to see come into our offices or go into the offices of other Deans.

We have two propositions here; first, that of enabling young men to select courses which point towards this job, courses in psychology, courses in statistics, courses in education and so on.

We have another proposition, that of collecting a body of information which admits of objective study which may itself be a course at a university which will prepare definitely for this. The job is to collect this information and put it in usable form. We have a few books which have been written on the subject, notably one from Northwestern, a good many good articles which have been written; but we haven't any organized proposition.

I arose to speak to that particular part and to make a suggestion which I think will help. Housing is one of the problems which a Dean of Men has to contend with. Several years ago there was a very bright young fellow in our Department of Sociology who had done his undergraduate work with that as a major, and you all know how cantakerous graduate schools are about the kind of things they will permit a thesis to be written on. They would much rather have a study of the recurrence of "Its" in Dryden's poetry than to have something well worth while; you know that. Now through some little shenanigan we got the graduate committee to let this young fellow make a study of housing at the University of Florida for his Master's thesis and I had a little job there in the office and gave him that little subsidy and he spent a whole year working out his Master's thesis on the housing situation at the University of Florida and he did a good job and the graduate committee, strange to say, was well pleased with the work which he did.

Last year we had a little stipend which we could use and we put another chap to work on employment of our graduates or placement, if you please, of the graduates of the University of Florida, and he did a good job.

Of course, the Dean of Students has to direct this stuff and it is another thing for him to do, but if you can get a respectable job done, it is worth while. Now, there are two pieces of work which we have done. Of course, we can't at Florida put in a course at our graduate school on preparation of Dean of Men. They could do it at Northwestern or Chicago or some of the other schools with some money.

We could supply them, with such pieces of research work done in our own institutions, and this material could be pooled and would make

a good body of information which would admit of objective study. I would suggest that if you can get next to your graduate school or your graduate committee, however you designate that organization, and see if you could have studies made under direction on the problems which you have to contend with, and I will be glad to supply the thesis, they aren't masterpieces, no, but they are pretty good jobs, I will be glad to supply these copies to any institution that contemplates putting in such a school.

I believe if all of us, the fifty or sixty institutions represented here, could attempt to do some work of that kind, that that would be systematically collected and somebody with the facilities could give real courses, it would be worth while in the preparation of worthy and promising young men to take our places when we are gone.

Gardner, Akron: Mr. President, I would like first to call to the attention to the Association that both of these matters have been before us. The question of the summer school you possibly recall the Executive Committee decided to do away with due to the economic conditions. We held the meeting in Los Angeles last summer in order to try that. The question of these courses we have discussed from time to time.

We have with us today two gentlemen from Columbia University, associate professors of Education, who are rather familiar with certain of the practical problems. Dean Sanders said there might be certain insuperable difficulties which we couldn't overcome. Perhaps these gentlemen can help us with certain of these problems. I think I can say in perfect frankness that some of us may not believe in courses in education, at least as given at some places, but Mr. O'Rear and Mr. Cottrell are here and I would like to ask, Mr. President, if they might not have a couple of minutes to give their reactions to some of these suggestions which have been offered.

President Edmondson: Professor O'Rear.

O'Rear, Columbia: Mr. President, I came to the meeting of the Association of Deans and Advisers of Men primarily to listen and not to talk. It is precisely because we are interested at Columbia in the thinking of this body with regard to the preparation of Deans and Advisers of Men that Professor Cottrell and I are here today.

For six or seven years, we have been working on the problem of the administrative organization of higher education at Columbia. That work has been organized, as most of you know, in the Teachers College of Columbia University. We have been concerned, of course, not alone with the problems of the Deans of Men, but with the problems of general administrative organizations, in much the same way as one would be concerned with the problems of administration in secondary education or with the problems of administration in elementary education. We have attempted to develop certain courses there in the administration of higher educational institutions.

Lacking certain definitions and certain concepts and certain fixed philosophies of the plan and function of the Dean of Men, we have tended I suspect, to view him as an administrative officer, to view him further as a staff administrative officer rather than a line administrative officer

in collegiate institutions. We have devoted most of our attention, I suspect, to work which attempts to place the Dean in his relation to the total administrative scheme rather than to a distinct and single development of the techniques related to his own office, although there has been attention given in the institution to the problems of psychology, psychiatric education, testing and measuring, case studies, the interview, and certain other of the specific technique matters with which a Dean would be concerned. It must be remembered, of course, the Dean is by no means the only collegiate administrative officer who is concerned with those specific techniques, and accordingly their development has not been, as has been suggested here this morning, for the Dean of Men perhaps alone, but for collegiate administrative officers generally, with the idea that the Dean of Men would utilize those techniques for his own specific task.

I don't want to take too much time. I do want to say before I close that I am quite sure that all of us at Columbia would greatly welcome the judgment and suggestions and criticisms and aid of this body or of the individual members of it with regard to ways and means by which the specific techniques necessary for Deans of Men might be set up more effectively at Columbia, and that we would further welcome in fact, we do, we have been for the past seven years seeking diligently the kinds of master's thesis and Doctor of Philosophy studies by Deans of Men, we have collected a few of them but I am satisfied we have by no means collected a complete list. A body such as this most assuredly in my judgment could bring together, without great difficulty, a vast amount of such material as Dean Tolbert mentioned, could pool it, make it available to such institutions where it might wish to make it available or set it up in some central place of its own selection to the very great benefit, not only of Deans of Men, but of other collegiate administrative officers, of whom we have from forty-five to fifty every year studying these common problems.

After all, the problems of collegiate administration, many of them at least, are quite common to this body, to the body of Registrars whose meeting I have just attended at Chicago, to the body of the Deans of Colleges whom you have mentioned here this morning, and to a number of other administrative officers. Certainly we shall be very much interested, Dr. Cottrell and I, in your discussions of these problems that you face, and we are sincerely and truly seeking light so far as we are concerned on these common problems of improving the administration of our colleges.

President Edmondson: We will be glad to hear from Dr. Cottrell.

Cottrell, Columbia: Mr. President, I can't quite understand our good fortune in having served to us on the very first session of this important meeting the very meat which, as Professor O'Rear has said, we hoped to find in these meetings.

There is at Teachers College a fairly small group, yet a determined group, of men and women who are interested in the problems of the Dean of Men and of other collegiate administrative officers. One student member of that group has come with us to attend these meetings, and my

last information was that there were two others who fully intended to come, but because of a rigorous disciplinary examination in the field of statistics, which they thought to be very desirable, were at the last moment held up in their finals.

I have just one point that I would like to call attention to in connection with this discussion. First, I should like to say that I fully agree with Dr. O'Rear that it would be eminently helpful to those of us who, in a somewhat feeble fashion, are attempting to analyze these problems, to have the concrete information that comes from the day by day administrative handling of these problems, if it is available, to have it in published form if possible, if not, in mimeographed and typewritten form.

It seems to me that in the training of a man to assume major administrative responsibility in the college or university, there are two major types of study and of thought which ought to be involved. One of them has been stressed here this morning very thoroughly and that is the technical, the clinical observation and competency which are involved in the practical work of the administrative official. The other type of training, which I think is fully as important and which I think is not born in the man—for that matter I don't think the first type is born in him, I think that he certainly has some characteristics that make it more possible for him to acquire those competencies—the other type of training has to do with one's whole body of ideas and opinions and outlooks on the work of higher education, upon the organization of higher education, upon the purposes of various types of higher education, upon the manifold problems of articulation of higher educational units and of the work of those units with our society, which is becoming infinitely more complex, particularly in the occupational realm, and it is presenting to us such challenging and puzzling problems as, so far as I have observed, the very best minds have been unable adequately to cope with.

Now, it is this second type of training that I would like very much to see involved in any program that this Association might suggest and it will be highly welcome, for it has been my personal observation that one of the strong recommendations for our successful Deans of Men, recommendations which they have for their success, has been a broad understanding of the objectives which the institution is attempting to fulfill on the educational side. A personnel officer, in my judgment, is an unsafe man to have around unless he is working in the fullest harmony with the educational program and objectives to be served by the institution. And I would humbly suggest that a rather broad, a rather penetrating and insistent study of the problems, the general problems of the organization of modern higher education, is a crucial element in the training of Deans of Men.

President Edmondson: I should like to make this suggestion, that at future meetings it would be well for the older Deans who have assistants, young men, to bring them along to these meetings. Dean Armstrong usually brings his gang and Dean Gardner brings his, chiefly to do most of the work for him, and some of the others bring their assistants. It gives an opportunity for these young men to see and hear some things about Deans of Men that they never suspected before.

Gentlemen, our time for this discussion has elapsed.

A good many of our larger institutions have considerable numbers of foreign students, and that sometimes constitutes a real problem for the administration. This does not of course apply to many of the smaller institutions. On our program today comes a paper by Mr. Charles D. Hurrey, Secretary of the Committee on Friendly Relations Among Foreign Students. Mr. Hurrey has had large experience in dealing with this problem. I am glad to introduce him to you this morning. Mr. Hurrey.

The Problem of the Foreign Student

By CHARLES D. HURREY, General Secretary, Committee on
Friendly Relations Among Foreign Students.

Mr. President and Gentlemen:

It is like carrying coals to Newcastle to attempt to bring anything to you about this problem; I like to call it an opportunity. I think the foreign student may be both and very often is.

First, we ought to take a minute perhaps to say something of the other great foreign student countries or foreign student centers of the world. Any of you who have been recently in Paris have been impressed undoubtedly by the Cité Universitaire—the great scheme that Paris has of building a university city. Mr. Rockefeller has responded favorably to their appeal to build an International House right in the center of it. Those student houses are extremely interesting. I have not been there for two years, but at that time, the Argentine, the Belgian, the Austrian, the Japanese, the American, the Indo-Chinese were all in operation with a few French students living in the houses with the people from the different countries represented.

Prague continues to be a great foreign center. The students of Ohio State University are always greatly interested because they contributed generously toward the building of the student union in Prague. Three floors have been worn out and I presume the building will soon be scrapped but it represented a great purpose bringing students of different countries together in the post-war days.

Switzerland and its different universities continue to attract quite a number of students, of course, from abroad. There is a great opportunity for them in Geneva to come into contact with the various representatives of the League.

I think Germany has perhaps outdone other countries, with government support, in attacking this problem. Dr. Schairer of Dresden, who, as many of you know, organized the self-help movement of Germany, has gotten out a book and some pamphlet literature, bringing to the attention of the German people their opportunity to extend hospitality and to help organize the life, if they can, of the students from abroad. Germany is making a great effort today to win back the place she once enjoyed of being one of the greatest of the "Meccas" for foreign students.

Of course, the British seats of learning are still receiving their quota

of foreign students, especially from India and other countries of their Empire.

When I was in Paris the last time, I heard about the King of Spain's plan for a kind of university city, something like the Paris University City. I do not know how far that plan was carried out; more liberal elements are in the saddle and perhaps there will be a continuation of the work which King Alfonso and others have carried forward so well in Madrid.

May I remind you, that a few years ago, there were at one time 15,000 Chinese students, mostly in Tokio. Japan has had university professors here for the last several years on visits, one of whom was frank enough to say that Japan lost a great opportunity in not doing more, in former years, to establish more friendly relations with the future leaders of China. He feels that they failed perhaps to take a chapter out of our experience here, to have national organizations and local organizations doing something in that field. They have begun at rather a late day to undertake it, but there are only a few hundred Chinese students now in Japan as compared to the many thousands that were there earlier.

There has been a falling off of about 2,000 foreign students in this country this year down to 8,000. Some are prophesying that the number will fall below 8,000 next year. You will notice that we have included in our census a few Oriental students, born in this country. But what we mean by a foreign student is one who comes from abroad to study here, with the intention of returning within a reasonable time to his own land and not to continue here as a citizen.

Chinese students have been coming here, of course, for many years. Canada, now sends the largest number of foreign students, if we may call them "foreign"; they have to qualify as such under the immigration laws.

The Japanese group has gone ahead very rapidly. Two years ago, we listed 1,700 Japanese students and today we have 1,100. The Chinese send about the same number.

Interesting groups from various European universities attract our attention, especially from the German universities; many more of whom would be here, except for the present financial emergency.

The Near East always gives us our share, coming now increasingly from Egypt, from Turkey, from the Holy Land, and entering our different engineering schools, taking technical studies of various kinds.

The men and women from India have probably presented one of our most interesting and difficult problems. They are a small group, probably not more than 350, all told this year. Almost every Indian student I meet looks forward, if at all possible, to a little time of study, at least, in Great Britain after studying here; if he can get a degree from one of the British universities, it gives him a greater prestige in his land which is still under British control.

Latin-American people merit a word of comment. When I came through New Orleans, a while ago, I found about 70 students from Cuba. I visited two Latin-American student houses, where I met very interesting groups indeed. I knew in advance pretty much the reason for the

exodus from Havana and other parts of Cuba—but they frankly said, “If we were in Cuba, we would be dead or in jail.” Most of the students were young liberals, not ultra-radicals, many from the richest and best families, who were up here in the United States to study, with the hope and view of getting back, but not until after the over-throw of the present regime.

The students coming from Latin-American countries have especially appealed to me because I lived in those countries and attempted to do a little in Spanish. I think we are passing through difficult times in our attempts to promote our relations with those countries. They are in worse shape as far as being able to send very many students up here on their own, and yet you will note from Porto Rico and Mexico we have about 300 this year, and from all the other Latin-American republics comes a small group, some of them from very representative and fine families.

I recall one very interesting incident of a student from Lima, Peru, son of the president. I saw his father during the time this student was here in school. He said, in his office in Lima, “When you go to the University of Wisconsin next, see my son and tell him his father expects him to do well.” I made it a point to look up the young man. He was a sophomore at that time and had, I think, been doing well.

I was talking with a Cornell University man the other day. He said, “You know we are going to have 36 students from Afghanistan in Cornell University next year.” They have four this year. It is one of the most unique groups in the country. You all know of course that Afghanistan has been a closed country practically against the penetration of outside educators, missionaries and other representatives of our civilization. This represents almost the first step, although there have been a few in past years coming out of that country to study here.

Then he said, “We probably could have a hundred from Soviet-Russia; we have twelve this year, but they wanted really to send a hundred; they are very keen on university work, but we are not too sure that we want that many.” I think here is a group that we ought to comment on just for a minute because if we recognize Russia, of course, the number coming here would greatly increase, there is no doubt about that, but even if we do not recognize Russia, if Bernard Shaw is right, we are going to have a great many more of them coming here to study, and, as he says, to make Communism even more perfect than it is in Russia.

I have been interested to see the type of women students coming from abroad, as well as the men. Some of the students such as the Barbour Fellowship students at the University of Michigan, are unusual oriental women; that is one of the most statesmen-like things that a business man could have done. A Detroit man had a notion of bringing these women from the leading oriental families, each already having had a good deal of study, and who are going back, you see, after some special work at Michigan in the field of public health, dentistry or whatever it may be, each to become a center of very great influence for welfare movements such as they might direct in their own countries.

Similarly, a Turkish girl I met in one of the Universities said, "My father is editor of a newspaper in Smyrna, I am writing letters almost every week that are being published back there." I asked, "How many languages do you speak?" She said, "Seven quite well." That is quite a stimulus to us to run up against an "unspeakable Turk" that is a "speak-easy."

I have been very much interested in the British Commonwealth Fund students, as many of you have been. I think there is another extremely statesman-like thing. Of course any person who is fortunate enough to get one of those commonwealth scholarships is a lucky man. Doctor Reed, the Director, told me recently, "It is part of our plan, while the stipend is quite a generous one, to insist that every one of these students make a trip across the United States and not to hurry; during a summer vacation, for example, they get an old Buick or something and tour the country." I saw some Johns Hopkins fellows who were making a trip like that. It is a surprising thing how many of them come from the smaller universities and not from Oxford and Cambridge. I saw some of these students after they had come from Oregon and they said, "We have finally discovered that not all of the United States is on the Atlantic seaboard."

I think you will find the Egyptian students coming here for cotton study, young, brilliant, very alert, very keen; they naturally attract a good deal of attention. They are rare "birds" over here, almost as rare as the student from Iceland.

May I call your attention to three or four major problems, as I see it, and with all of these, you are much more intimate than I am as you deal with them daily. I think first you want to be brought up to date on the immigration situation. One of the first things that happened after the Doak ruling, to my point of view the unfortunate ruling of Secretary of Labor Doak, was the protest that was raised by faculties and students throughout the nation. At almost every center, when they would get together that was one of the live questions that would come up. They said, "We don't think it is a square deal; here we are trying to win the trade and good will of the world and here we have from Washington an order saying, just because a person comes from a foreign land here to study, he can not work to earn his expenses."

The high caste man of India gets some of his best education by cleaning out bathrooms and washing dishes, although I am quite sympathetic with the other point of view, and I am sure it should be given consideration, which says "It is not the business of students to be working in a cafeteria; the British lead us because they think things through, it is the business of a student to be devoting himself to student business and not to being burdened with outside problems." I submit, however, that a student, once admitted to our country, should have the rights and privileges of an American student, including the right and honor of earning part of his way, if it is necessary. And this, I am very happy to say to you, I think will be one of the distinctive contributions of the new Secretary of Labor. She is a woman, as you know, of a good deal of educational background, and has already intimated that, at an early op-

portunity, she hopes to respond favorably to the committee that is going to see her from the Institute of International Education and let us hope that she will soon make a ruling that the student from abroad will have the same rights and privileges as other students to earn their way.

I know there are a few threatened deportations at the moment, not many. We have tried to avoid that in every way possible, unless, of course, it is a question of a lesson that a foreign student needs to learn. There are certain ones that deliberately violate the law and they should be sent home; it means they can not come back to the United States.

In considering the whole economic situation, I know how much you are baffled, as we all are, day by day to know what to say and particularly what to do. Many of you have told me in the past, probably more particularly you people in charge of loan funds in different universities, that you are going to give up the idea, possibly, and wish you could abandon the making of loans; the foreign student who says that he will pay and looks you in the eye and is very honest when he borrows, is often a sad man for a long while afterward because he can not pay. Too often we have had difficulty in that it alienates them rather than brings them into closer relations with us.

I do not make any recommendation. I think we will have to be content to have emergency funds or to relate needy students to somebody in the community who will meet emergency needs. Certainly that is one of the qualities an educator must have, to be kindly and friendly to the person that is in need, and when a student is taken with "T. B." or something of that sort, there are always groups like the Rotarians who help meet such needs when they arise.

But I was thinking particularly of the student today who is in an emergency situation, like this one, for example, to make it quite concrete. A very charming, very handsome Chinese student came to me the other day. He said, "I am from the University of; here is my card." I noticed the keystone on the corner of it—Pennsylvania Railroad, and then all the degrees he had. He is learning, but not getting a cent for it aside from being taken in by the Pennsylvania Railroad company in their offices. He said, "I was sent here by the Chinese Ministry of Railways, I want to stay a little longer, I haven't enough money to get back home; I have finished what I came to do; I wanted to go back via Europe, but that is impossible. Will you help me to get back to China?" I said, "I will try to help you, but you will have to understand the conditions under which we can help you, which are that you go home at the minimum cost and that," I said, "means, to be frank with you, a charity ticket on the railroad and third class, which is steerage, across the Pacific." Well, he is very much of an aristocrat. He took out his passport. He said, "I have a diplomatic passport, I will lose face if I go back to China third class." I said, "A lot of people have been forced to lose face these days."

And then he said to me, "I am honest; I lost \$200.00 in the bank failure in Illinois and \$100.00 in Colorado." Of course when that fact came out, it appealed a little more to our committee and we have extended some help.

We have to be patient and sympathetic. You have to get the oriental psychology to see how he feels about this. And then if you can get into his history far enough to find out whether it is all his fault, (bank failure is not his fault), and whether conditions like that are not imposing upon us an obligation to come to a very high grade man of that kind and perhaps make it a little more agreeable when he goes back. We have not attempted to make it too easy for those who are up against it. The danger lies in making it too easy for such students from abroad.

Another problem is the social life of the foreign student. I believe that our fraternities, speaking generally, in this country are not fully awake to the opportunity of international education within their chapter houses. Again and again I have met at fraternity houses and talked with them on this question. In one university I said, "Do you realize that you have a couple of very remarkable students here from India? They are going back into forestation work; they could just fascinate your group with the story of what is going on in India, as could these students from Japan or Latin-America in telling about their countries."

Maybe some of us will be surprised to know how many foreign students, including orientals, are actually wearing American fraternity pins. Dennison University took a Japanese student into Sigma Chi, way back in 1888. At Amherst College the other day, I found a very attractive Japanese student a member of a prominent fraternity. I think you will find, if investigation is made, that very few of our National fraternities have refused to admit a foreign student. Some would hedge a bit on the oriental. I talked to a German student at Marietta who is in one of the fraternities there. Not many of the foreign students desire fraternity membership, because they recognize that these are essentially American institutions.

With relation to the home life, they tell me the thing they enjoy most is being received rather naturally, and without any fuss at all, in some of the private homes. I know the problems involved, you know them better than I; you have to watch your step and feel your way a good bit. But a great many very useful friendships are being formed by encouraging this sort of hospitality.

Just a word about their political activities. I wonder if you are having happy times with your Japanese and Chinese; if you staged a debate on Manchuria and found it didn't work very well, was it an embarrassing situation for everybody? Have you found that Japan doesn't seem to have any citizens who have any word of dissatisfaction with the military wing of Japan?

For six years my immediate associate in the New York office was Dr. Roy Akagi; he is one of the best spokesmen of Japan in the United States today, a man who wrote for his Ph. D. degree, a book on American Colonial History, and produced a work, which is being used as a reference book by students of American Colonial History today. He was the founder of the Japanese student work in this country.

Then there is a Chinese graduate, Chih Meng; he was a student leader that was in jail for a month in China, years ago, because he led a parade up to the Japanese Embassy at the time when the twenty-one

demands were being forced upon China. He is associate director of the China Institute in America and wrote an interesting book, called "China Speaks."

There are two foreign student leaders in opposing camps today. That is what we find in a great many of our colleges and universities. They are a difficult group to bring together in any kind of harmony, and yet in some of the states they are beginning to speak to one another, on the Campus at least, and on better terms, but both groups are very active in what you and I call propaganda.

There is also the Philippine student who wears out his welcome pretty rapidly because he is always working out a speech for Philippine independence. If there is no soap box handy, he will speak anyway. It has been brought to our attention, however, that so many of these Philippine students here do not come from representative Philippine families; they are young adventurers who worked at Honolulu and then at the salmon fisheries in Alaska and then came on down and attempted to get ahead with their studies and didn't make a very good go of it.

You find a problem in many places, do you not, on the intermarriage question? E. g., the young Philippine student who boasts that he is going to take back an American wife? I am not trying to be particularly diplomatic here before this group. That has become a problem in many places, but we are facing it and we are doing our best, and I know you are, to try to give guidance.

In a western university I met an American girl who said, "I think you know my husband." I said I knew him and she explained, "I have a problem. He has gone back to the Islands; he can't find work to do." She said, "I don't know whether I should go out there or not." I said, "That is something you ought to have thought about a little earlier, and I suppose you haven't thought this whole thing through." Anyhow, she is one of quite too many, I am sorry to say, who are in for some disillusionment.

I would like to have a long chat with you on this subject as to whether you are champions of the theory that you can settle the racial question by intermarriage. I am not one of the champions of it, from what I see both at home and abroad in its results to this generation and the next, and the next too, for that matter.

I am inclined to believe that, speaking generally, our emphasis in this field ought to be, to widen the avenue of expression for these foreign students; that means we can not censure and curb them too much. Although I am taken to task for saying that foreign students ought to speak to high schools and different groups, I still believe that there is more gained than lost by that process. One professor jumped on me quite hard when he said, "They are just half-baked ideas these people have and they are spoiled by getting them on the platform." Of course, there are that kind; choose your talent and I think there will be more good done than harm.

Passing hurriedly now just to remind us of the organizations that are active in this field, of foreign students. The Institute of International Education is doing a magnificent work in the way of exchange professors

and exchange students, but they are having difficulty to get enough scholarships to satisfy anything like the demand on the part of students to come here.

The international houses are facing problems squarely in New York, Chicago, Berkley, and Philadelphia. One problem is that the foreign student now can not afford to live in the International Houses, and it becomes necessary therefore to fill the International Houses with American students; that is something that is giving a great deal of concern to those promoting the idea, but a solution will be found.

The Friendly Relations Committee, which I have had the honor to serve since 1915, is an organization employing four oriental secretaries, issuing a few publications, a Japanese, a Chinese, a Korean and a Philippine bulletin. I have found increasingly that the best way to get at the Japanese problem is to do it in the Japanese language and with a Nipponese to do it. We "get under his shirt" better if we have one of his own nationality doing it. That would apply to the other groups.

The Koreans are a group with tragic experiences. I know Koreans, as you do, who today are literally scared stiff. They don't want to go back to Korea. Some have been here eight years—a few brilliant ones, others are not making such a very good record in studying. A few Korean students, who, within the past years, have spoken out rather vigorously against the Japanese government when they were in this country, have been put in jail for a while when they went back to Korea, told very frankly, "You can not engage in educational work," the thing that they had prepared to do. This fact ought to be known more widely than it is; of course the more liberal Japanese wouldn't stand for that kind of thing, but unfortunately it is happening.

A Korean student can't be stilled while he is here; he is a nationalist; he still cherishes the hope that the wise and talented Korean "president," today, sometime may be the actual president of the new republic of Korea.

The Cosmopolitan clubs, are as you know, up and down and out sometimes; it is a very serious problem whether they are going to be able to keep going in a national movement, whether they are strong enough to carry on over difficult periods locally. I believe thoroughly in the goal, the aim and many of the methods used, but I am not so sure that funds are available with traveling secretaries to help this work so that it may be as successful as many of us had been hoping in the past.

I think the foreign student is contributing more to us perhaps than we are to him. Take my own personal experience. As some of you know, I grew up near Ann Arbor, in Michigan, went to the University of Michigan; I had never met a cultured Chinese, and this is not so very long ago. I used to run away from Sunday School, after driving four and one-half miles, and go around the corner and watch that laundryman spraying his clothes. I have two daughters, one is having her second year in Geneva; she graduated from Mount Holyoke; the other is a freshman at Mount Holyoke. They have met very refined and cultured Chinese people in our home. When I say "China" to them, it is the most cultured, scholarly gentlemen that they think of. That is a gain for

international good will and friendship. I don't think mine is an isolated case, by any manner of means. Young America today can see the world through the cultured young people that are coming here, and that is something that I believe will help in our whole difficult task of getting a measure of world unity.

I should say that the principal features embraced in a program of international activity—and you have very rich programs locally in a good many different institutions—would certainly include a very careful survey early in the fall of who is who, and what is what. We don't know the available talent, that is in some of the foreign student groups in our different colleges. Many of you do get out a little directory so that you know where they are. I think they are encouraged to come to you with their problems; that is part of your job as well as mine.

Certainly I think the early fall receptions are extremely useful. They are particularly beneficial if they can be followed up by having given this tip, in advance, to some of your people, "When you meet so and so, won't you just remember that that is one of the persons that we think would be a very delightful guest in your home sometime and won't you say 'I am looking forward to having you in my home some day?'" That is an excellent way of making them feel welcome and establishing friendly relations.

The Thanksgiving meetings are extremely interesting. I found myself sitting at the Speakers Table at the University of California on Thanksgiving Day this year with Dr. Nitobe of Japan, on one side and Dr. Y. Y. Tsu on the other. Dr. Nitobe, as you know, is a man going through great travail, essentially a pacifist, a man who has given his life to promoting international friendship and good will. Y. Y. Tsu is a very cultured Chinese gentleman. When he returned to America, after going back to China for a while, he was locked up and kept for 24 hours at the immigration station at Seattle. I went to Secretary of State Bryan and said, "Mr. Secretary, is it not possible to have people at the gateways of America who have a little bit of flexibility and more sense with reference to how to treat people who at once are identified as people of culture?" Unfortunately a few "well-deserving Democrats" had to have positions; the Secretary admitted that we had too many in who ought not to be there. If we were good statesmen, speaking generally, we certainly would make a good first impression upon the professors and students who come to this country, whatever we might have to do with them afterwards.

At Christmas time, if you can encourage these young people to be invited out to spend the Christmas vacation at private homes, as many of them do, you will win their lasting gratitude. At the University of Michigan they do a marvelous work through holiday tours, sending foreign students around to points of interest and entertaining them in private homes. In some capitol cities you will want to do what the State University of Ohio did so well in the governor's reception, where the students from abroad are received at the governor's mansion.

In conclusion, let me say that all of our efforts should be directed to revealing to foreign students the best features of our civilization and, in

turn, enabling them to make us acquainted with what is best in their culture.

President Edmondson: It has been most interesting, Mr. Hurrey. Are there any questions or discussion?

Bursley, Michigan: Mr. Hurrey, I would like to ask two questions. In the first place, I would like to know whether you gave the money to this Chinese student, this \$63.00 to pay his way back, or whether you ostensibly, at least, lent it to him; and in the second place, I should like to know your opinion on the Latin-American Fraternity you spoke of, whether you believe it is better for these boys to have such an organization of their own or better for them, where possible, to become members of the old fraternities throughout the country?

Mr. Hurrey: We haven't given the money to him or lent it, but we do follow the general rule, we acted upon the advice of Mr. Rockefeller and others, feeling it would be better in the long run to have them sign a note. I have had a variety of experiences, about \$30,000.00 outstanding with notes to cover, but they never came back. On the other hand, if you just hand it out as a gift, you certainly become too popular too fast and they all hear about it and you are in difficulty.

In this particular case, by the way, the chap does have some people well to do, although he has not had any communication from his brother, who is in Manchuria, for about a year. I think we will get the money back in that case.

On the Latin-American thing, I said to these Cubans, "I am afraid you fellows all get together here and you just talk Spanish and you live with Cubans and you are not getting the most out of your work here."

"On the contrary," he said, "we have a strict rule that we will speak Spanish only at the evening meal." Well, I don't know that they live up to that. I should say that where there is such a large group as there is at New Orleans, probably it would be the inevitable and perhaps the wisest thing to have their own fraternity. I am not too keen about it and I am not very keen about having very many of the foreign students joining the American fraternities. I don't think we should promote or encourage it to any great extent. I am very enthusiastic about the fellowships being formed. I think the actual admission into the fraternities is very debatable. I think both sides get spoiled. A very wealthy young chap from Peru who strewed his money around and who was popular because of it, has been spoiled by the process and a lot of our fellows are spoiled.

Question: In your judgment is there possibility of forming a new type of fraternity on the order of the International Student Houses in which a few American students would live along with students from abroad?

Hurrey: Well, I am not sure as I would go quite so far to make it a fraternity. There is quite a lot of that being done. At the University of Oregon is a very interesting little international house where students of different nations do belong and pay a little dues, but I think there is nothing secret about it and they avoid giving the impression of it being a society club. Dean Gelkin said at Chicago, "I think it would be better

if we could have a lot of small places where they would not all be lost in a great big place," and there is a good deal to be gained in those small groups. I would have someone to look after it, particularly any of your deans or some professor who is more or less familiar with the situation locally, to keep them going and keep them from getting in debt with the butcher, the baker, and the candlestick maker as so often they do.

President Edmondson: Mr. Hurrey, we are grateful to you for this extremely interesting talk.

The meeting will be adjourned until two o'clock.

Whereupon the Convention recessed at 12:30 o'clock p. m.

SECOND SESSION

Thursday Afternoon, April 27, 1933

President C. E. Edmondson, Presiding

Meeting Called to Order at 2 p. m.

President Edmondson: Gentlemen, a good many of the Deans in writing in about the program suggested that we have some discussion on the question of the problems which may arise as a result of the change in prohibition laws.

I realize that customs and conventions on the various campuses of universities and colleges differ greatly in certain parts of the country; also that this is a highly controversial question among many people. But those of us who occupy positions as Dean of Men realize that we will have some problems with reference to this question, if they have not already come.

I cite a particular example from my own experience when a group representing a fraternity came in the other day, and said, "Since the State has passed a law repealing all previous laws controlling the sale of alcoholic beverages, and since the Congress of the United States has said that present day beer is non-intoxicating, isn't it all right for us to serve beer at the table at our fraternity house?" Well, I didn't give the immediate answer.

A rooming-house keeper called me and said, "The boys are bringing a case of beer to my house tonight to have a party and I don't want beer in my house and I want to know what the university is going to do about it." And I didn't answer him quite directly, except to say that, "You are the boss of what happens in your house."

Under our Indiana law at present, which is just going into operation, beer is sold by licensed dealer. The Congress of the United States says it is non-intoxicating, and therefore people have just as much right to bring beer to their houses, students have as much right to bring it to their houses as they do to order a can of ice cream delivered. There is one of the problems in Indiana. You have problems in your states, most of you. How are we going to meet it?

You see a good deal in the papers, that they held a referendum vote in the state of Michigan; the result of it was 99 to 1 in favor of the wet side. Dean Bursley has certain problems to meet at the University of Michigan sooner or later. Suppose you tell us how you are going to meet them, Dean Bursley.

Bursley, Michigan: I think my answer will be the same as yours, sir; I am not ready to answer directly.

We haven't had to face the problem yet, but we will very shortly, because up to the present time, our Legislature has not been able to agree upon what sort of a bill they want to pass. They haven't repealed the laws which are in effect, have been in effect, against the sale of malt

liquor, brewed liquor as well as so-called intoxicating liquors, but of course that will come very shortly.

The president of our University and I have talked the matter over several times, and while we haven't come to any definite decision, I think we both feel that so far as the fraternities are concerned that we are going to say to each one of them, "It is up to you to decide whether or not you are going to serve beer in your house," that is, to the alumni and undergraduate members. We probably shall ask them to give us a notice of the policy which they have adopted as to whether or not they are going to allow beer, not with the idea that we expect to do anything about it at all, if they say they are going to have beer, all right, but simply that we may know where they stand.

One organization has already sent a letter to the effect that they have decided to serve beer at meals; they will not allow it to be used in the house at any other time.

It is, of course, rather an anomalous situation. We all know that some people at least can get drunk on beer, in spite of the fact that Congress says it is not intoxicating, and if a student gets drunk, whether on beer or something else, he will have to take the consequences. But I don't believe that we at Michigan will take a stand that we are going to try to forbid the use of beer in fraternity houses. Neither are we going to say that we encourage the use of it and allow it. We simply say, "That is up to you to decide, and whatever your decision is, it is all right, only we want to know what it is." We will expect students to conduct themselves as gentlemen and if they get in trouble in the future, just as they have in the past, they will have to take the consequences. But, as I say, at least at the present time, we don't contemplate attempting to say that you can't drink.

We happen to have a city ordinance in Ann Arbor which was in effect before prohibition, which is still in effect, which does not allow beer to be sold east of a certain street in the city, and the university is about three or four blocks east of that street. No intoxicating liquor can be sold east of that line. But I noticed yesterday that one of the men who knows a good deal about the situation, (the legal aspect of it), says that if the legislature passes a bill which puts the control of the sale of beer in the hands of the Liquor Commission, which was authorized at a referendum held last fall at the time the constitution was amended to eliminate the article which forbids the sale of intoxicating liquor, if that Liquor Commission is to have control of beer, this man says that he doesn't think that any city ordinance or anything else could be valid which conflicted with any regulation which they might make, if they said anybody in Ann Arbor or any place else could sell beer, that would end it. That might have to go to the court; I don't know whether that would or would not.

But it seems to me the more restrictions we attempt to place on the use of beer, the more the boys will want to have it, and if we just let them go ahead and drink it when they want to or where they want to, simply holding them to good decent behavior, that we will be better off

and they will be better off and we won't have the difficulty that we have had in the past.

President Edmondson: We have heard from Michigan. Let's hear what the problem is in Georgia from Dean Field.

Field, Georgia Tech: Mr. Chairman, we are still under the old Eighteenth Amendment and its enforcement. The Governor refuses to call a special session for the consideration of a change of that Eighteenth Amendment. Whether that refusal is due to his own fear of what might happen to him if that session was called or not, I am not sure. But that seems to be the present situation.

As far as the school situation is concerned, our greatest difficulty has always been during the past years with the bootleg stuff that still will be bootlegged, and there is no question of four per cent or six per cent of that, it is a hundred per cent and then some, and you get results right away with that stuff.

Our general policy is to hold the officers of the fraternity responsible for the conduct of the men in their house, both the active members and the alumni, and those are the men that we penalize if things don't go right, the officers of the group, and we have had mighty little trouble.

We had one case this last year of a freshman pledge who was dismissed for being drunk. He unfortunately came into a class room where it came to the attention of the authorities and he received dismissal for his penalty. The fraternity in which the drinking took place was put on probation under the direction of the academic dean for some months afterwards. I am not sure whether that probation has been lifted yet or not.

President Edmondson: I am looking for the Dean from California. I see him now. What about California, Dean Miller?

Miller, U. C. L. A.: Mr. Chairman, I had a talk the other day with the President. I was besieged with telephone calls from fraternities and other folks there on our campus and the cafeterias, some of the eating places in the village across the street from us, as to what the university's attitude was going to be toward it, and I got out my stock answer and said that was something that will have to go up to higher authorities, but I assured them we would have a conference in due time and out of that conference would come a policy that would be announced. I didn't give any answer.

The President and I had a conference. We felt the situation will be more difficult to deal with than it was before. As long as it was illegal, we could establish rules and we were succeeding in getting along with very little trouble enforcing those. But if we should establish rules that they could not serve beer which had been legalized and declared to be non-intoxicating by the government, being a state university, I don't suppose that we could enforce any penalty upon anybody that would violate those rules when it comes to the matter of expulsion from the school; I think the way the laws are in California, we couldn't expel a student from school or put any penalty on a fraternity and make it stick if they did serve beer. We are inclined to think that we don't want

to, that we are going to just leave it up to their judgment, as Dean Bursley has suggested.

We have a state law there that liquor can not be served or sold within a mile of any educational institution, but I guess since this beer is declared non-intoxicating that that law would not apply. Otherwise, it would create quite a situation through the city, we have quite a number of schools through the city.

I notice the President of the University of Washington announced the other day that they would make no rules against it at all and that they would permit the sale on the campus.

We have a Student Union Building, cafeteria and lunch counter, and if they do not sell beer, apparently they are going to lose a lot of business, it is hitting them hard. They have been having a hard time to break even as it is. So we will have to settle that question as to whether they can sell beer on the campus. I think our decision there will be that they can not, our attitude is that they can not sell it on the campus. Outside of that, I don't believe we are going to do anything except to hold the fraternities responsible for the conduct in their houses, that it will not in any way reflect upon the good name of the University, and be a little more strict perhaps in looking for that and insisting upon it and not trying to regulate the sale of beer.

President Edmondson: We will jump from California to Maine. Dean Corbett.

Corbett, Maine: Mr. Chairman, I don't think we are going to worry much about this until we have something to worry about. We have had a number of things happen since beer became legal. We had a sophomore hop, which is apt to be as rough as any of our parties, and we have had some sophomore-freshmen fights without any liquor mixed up in it. So when we have been asked what we are going to do about it, we say we are not going to do anything about it until we have some problems to decide upon. I think I am a little more interested in the so-called "needle" beer than I am in legal beer.

I don't believe legal beer is going to give us any real problem. The President and I talked it over. He said, "We will just wait and see what happens." We go on the same basis that Dean Bursley has mentioned, we expect our students to be gentlemen; if they are not, why then we will take action of some sort against them.

President Edmondson: We have heard from various corners of the nation. I would like to hear from other deans about their particular situation. Let's get back to Indiana. Dean Dirks, you are Dean of a good Methodist institution.

Dirks, DePauw: The trouble is, I am not a Methodist myself. A student asked me not very long ago what was going to be my attitude and I told him just as soon as the problem came up, I would let him know. Before that, however, the President issued a statement to the students that it had always been contrary to the policy of DePauw University to permit drinking of liquor and that policy would be enforced rigidly, and I guess that settles it.

President Edmondson: What about the far south, Dean Tolbert?

Tolbert, Florida: I was afraid you were going to ask me about that, because you fellows have been coming down to our state drinking liquor every year and disrupt our morals.

I expect to meet this proposition as soon as I get back. Our legislature is now in session and both houses have evidently approved the wide open beer proposition, that is, with only a \$15.00 license so that any drug store or filling station or anybody else can sell it, the theory being that they will make it so plentiful that nobody will be bothered very much about it.

I don't know that it is going to change our situation at all. As it is now, and if the rest of you will tell the truth, most any student can get most any amount of the kind of liquor that Dean Field describes at most any number of places within a few miles of the campus, and I don't think that this legalized beer will be anything like so potent as the stuff that they have been getting. I have an idea, as the darkies used to say, it will kind of quench the thirst, and I don't think that we can legally do much about it.

As was said by the others, if a chap gets drunk, he is just out of luck, and I think that Dean Bursley has made an excellent suggestion, that we will tell the boys, "It is kind of up to you," and if we find that it is likely to cause trouble, I think we will just have to use some moral suasion and probably call on the National Fraternities to help us out a bit, some national regulations about having it in the fraternity houses and get along pretty well. I find if you can make a good case to a fraternity, it will respond and if you can convince these boys that serving beer in the house is detrimental to the good name and reputation of the chapter, it is pretty easy to get them to enforce it. Every fraternity on our campus now has a \$25.00 fine for anybody bringing liquor on the fraternity grounds and it is enforced and it is their own rule, we didn't make it. The same way about this, I think it will have to be their rule and it will be enforced.

Bursley, Michigan: Mr. Chairman, might I just add one thing I forgot? About ten days ago a group of representative fraternity alumni met with some representatives from the inter-fraternity council, the undergraduates, and they passed a resolution recommending that the matter of the sale of beer in fraternity houses be left to each fraternity, but at the same time they strongly recommended that beer should not be used in the fraternity houses. Now, that resolution is to be presented at the next meeting of the inter-fraternity council which comes next week, I think. As I say, the alumni and those particular undergraduates were opposed to having beer in the houses, but at the same time they thought it should be left up to each fraternity.

President Edmondson: I believe that we ought to hear from the State of Wisconsin on this question.

Alderman, Beloit: Mr. Chairman, I think most people of our state pride themselves on the fact that Wisconsin was the second one to approve of the repeal of the Eighteenth Amendment. I attended a session of the State Legislature just a few days ago in which the question there seemed to be whether the brewers in the State would be compelled to

use 66 per cent of malt, a bill obviously that was brought up by the agricultural interests of the state, and that particular session of the Legislature sounded more like a cooking school than it did a legal body.

We haven't done anything about it at Beloit College. I am not so foolish as to think the problem isn't there, but it hasn't come to the fore and I am not certain what our attitude will be when it does come. At the present time, we would like to feel that the fraternities are still going on the assumption that they have already gone on and that they are regarding beer as part of the intoxicating liquor against which they had rules, but, as I say, I am not fooling myself into thinking that necessarily that is the case.

While I am on my feet, may I say just this one thing, which perhaps is a little more philosophical than practical? We talk a whole lot about drinking. I think we can at least do something rather definite about thinking, because as far as I know, except in connection with the major political campaigns, there never has been quite so much seductive nonsense and palaver abroad as was adopted in the propaganda for the legalization of beer and the repeal of the Eighteenth Amendment. Personally, I can understand a man if he says he wants beer returned because he likes it and wants it handy. I could understand a man if he said he wanted beer back because his people were brewers and they had made a fortune at it and he would like to continue business. I can understand a man if he says he has made a fabulous sum in some industry and now the income tax of the country is high and the inheritance tax is high and he doesn't like to pay the income tax and he doesn't relish his estate having to pay the inheritance tax and therefore he is willing to give three million dollars with which to subsidize the American press and influence public opinion. But certainly most of the arguments that were used in connection with the return of beer were absolutely preposterous and illogical and the very idea of attempting to save the richest nation in the world by the return of beer of course is absurd. The only logical conclusion to draw from that would be that if we drink a little it is going to be very helpful to the country and the more we drink, the better it will be and the sooner we will all become "soused," the sooner the depression will be over.

As educated men and as educators, I think we do hope there is something to the students, whatever their personal attitude may be toward it, they at least ought to think straight on it and give reasonable ideas for the attitudes which they take.

Armstrong, Northwestern: Mr. Chairman, I didn't want to say anything at this particular time. I think this is all coming a little early.

I think that there are several aspects of this situation that we need to keep our eyes on. In the first place, the sophistry that is being indulged in nationally; I am not bringing up arguments pro or con about the use of liquor, I think I will not express my attitude on that, but there is no getting around the fact that what the National Congress has done is more or less put over something smart. Especially the Senate has involved itself in a rather great inconsistency of saying as of one date that a certain percentage was intoxicating and then finding themselves

voting in favor of this measure. I see no reason why that sophistry should be given to us and accepted by us.

The second aspect of it is this, that at the present time there is very little of the beer that is coming out that is up to the percentage that is allowed. That is partly because of the fact that it is green, partly because possibly, as I have heard from many channels, that the brewers expected the American public to do just as they did, namely, to see how much of it they could drink the first two or three days during which the stuff was put out. It was a wise move on their part.

The particular danger angle of this thing, as I see it, is to lead ourselves into the position of saying that, after all, we are not interested in this matter, that it is perfectly all right for the organizations to do what they want to do on beer. If the situation in this country goes as it looks like it is going to go at the present time, the prohibition amendment is going to be repealed. If the prohibition amendment is repealed, then that brings the whole thing back on to our own campuses. And if in the process of finding out, as we will find out when they set this stuff up to its real strength, that it is intoxicating, then we are going to find ourselves in the curious position of saying that they can have intoxicating beer, but nothing else.

Now there is another aspect that I think we ought to seriously consider. We say a lot to these students about "That is all right, be a man about this stuff, mind your own business and be a gentleman and that is all there is to it." But when the time comes when the organizations of my campus and your campus need no supervision in this matter, I want to know when it is. It certainly isn't true at the present time in the use of bootleg liquor and I am not trying to kid myself about this aspect of it. I think that any organization that places itself on record as serving beer, particularly, as I say, when this stuff is stepped up to its full strength, to the freshmen of their house, there is no small problem on their hands. And I think for us to assume that we have no interest in this thing is a rather dangerous ground, because we do have an interest.

Now, I will turn it around the other way. I am not in favor of rules and regulations on behavior as far as specific acts are concerned. I have found too many variations in the situation. I have seen instances and you have seen instances where you desired to and did kick some man out because of intoxication, I have seen other instances where I didn't kick the man out, because the cases and the individuals were so vastly different.

But the point I am getting at, if we say that we are not interested in this thing, then we are putting the entire burden at the present time back upon the fraternal organizations and I don't think we are in any position to do so. I am not interested in specific acts, whether a man takes a glass of beer or a glass of whiskey once in a while; I am interested in the man. But if we take our emphasis off of it, if we act as if we are not concerned or if we get ourselves involved in the sophistry that is at the present time prevailing about this situation, I think we are go-

ing to wake up in two or three years and find ourselves in a very foolish position.

President Edmondson: A day or two ago a man who operates a fairly good restaurant near our campus came to my office and asked what would be the attitude of the university toward his selling beer in his restaurant where lots of students go, and my answer to him was, "The university administration will not be enthusiastic about that." And then he replied, "I would like for you to remember that I am a graduate of this University, I am an alumnus." And then my question was, "Do you think that qualifies you to sell beer?" We didn't get along very well.

I will call upon one more of our deans. Kentucky is famous for its fine horses, beautiful women and big distilleries. Dean Melcher, what are you going to do?

Melcher, Kentucky: We have the proposition about the same as the most of you have. It is sold in all the drug stores and all the soft drink establishments and the fact of the matter is, it is sold every place in the city. If the police report is correct, we have had less drunkenness than we had before.

I had one of the men who has a restaurant just off of the University campus come to me about two or three weeks ago and ask me the same question, what my attitude would be if he sold beer. He said, "We serve two or three hundred students and quite a number of the faculty and my neighbor is preparing to open up a beer garden. Now, I don't know what to do." Well, I told him I certainly would not advise him to open it up, but to wait and let's see how this thing was going to work out. That is what I have asked our inter-fraternity council to do and they have acted very nicely about it. I said, "You don't want to throw any aspersions upon the university or upon your own fraternity and I am asking you to wait a little while yet and let's see what we are going to do."

We have a zoning commission in Lexington that has a right to fix certain zones where certain businesses can be carried on and we have asked them and they are working on the problem together with the president of the University. So far we haven't settled it.

We spoke of the proprietor coming to us. One boy came to me and said, "I am making my way through school by serving in one of the restaurants down here, very popular restaurant." He said, "They don't want to put in beer, but they feel that they are going to be forced to if it is sold every place else," and he says, "If they put beer in, I am going to quit because I am not going to pass beer over the counter to the students." I said, "You are taking the right attitude and if you find you are going to have to quit there, come in and we will find you a job."

Now there is another question, to my mind, how far we can go, whether we can say, "You can't sell beer." But we can't say, "You can't sell Coca-Cola." But there are some institutions, and they are represented here, that say, "You can't smoke on the campus." Where is Purdue? You enforce that, don't you?

Fisher, Purdue: The student body doesn't smoke on the campus. The faculty does.

Melcher: I understood, though, that the faculty didn't even smoke in certain places on the campus. What about it at Illinois, you can't smoke on certain places in the campus there?

Armstrong, Northwestern: That has been enforced.

Melcher: Now, if you can enforce that, why can't the university enforce rules prohibiting beer? In educational institutions, there are certain things you can do for the good of the students that would not be authorized generally.

Now, in Berea, Kentucky, they won't have a student that smokes. We get quite a number of them. They say, "This boy violates the rules up here; he is a good boy, but we have no objection if you want to receive him at the University of Kentucky." That is a phase of it we have to consider.

As I said before, we are watchfully waiting and so far we have had no bad results. It may be we will have the situation that Dean Armstrong has been talking about. I really thought when this thing came back that we would have such a hullabaloo about it that the people would say, "If that is what they are going to do about it, what will they do with liquor," and they would not repeal the Eighteenth Amendment. Personally, I am opposed to the Eighteenth Amendment, but I believe it will be repealed.

We have never had any trouble in the summer schools with things of that kind and I am pretty sure we are not going to have any during that time and I don't know what is going to happen after that. You people know it as well as I. And although they have made good whiskey down there and all of that, that was bad whiskey that caused all the trouble.

President Edmondson: We have Mr. Duerr, representing the National Inter-Fraternity Council. He may have some ideas upon this question which he would give to us.

Duerr, New York City: I find myself in absolute agreement with Dean Bursley. It seems to me that every time you make a rule you relieve a student of just so much moral obligation and I think that the emphasis ought to be placed on what the student ought to do in order to develop into a decent citizen and a self respecting individual, and he has got to do that himself. The institution can't do it. I should let him arrive at that conclusion in any way that he sees fit. I should merely hold him up to an early arrival.

President Edmondson: I should like to read a telegram from one of our colleagues who may be classed as an old timer.

"Am thinking of you men as you gather today. Hope conditions will be so I can meet with you next year. Best wishes and regards to all the Deans. E. L. Cloyd." North Carolina State College.

Any further comments upon this question? We have a few minutes.

Alderman, Beloit: Mr. Chairman, may I ask a question? Dean Armstrong referred to the fact that several of the National Fraternities I

believe had sent out regulations to the fraternities on the campus. Is that rather general?

Armstrong, Northwestern: General, so far as we have had that experience. The men on our campus asked about it, sent to their national organization and asked about it, and all of the reports that I heard were to the effect that the National Chapter of the National Organization didn't want it in their house. I think Phi Gamma Delta was one, Phi Psi, and Phi Delta Theta.

President Edmondson: We will proceed with our program, the subject of "Student Loans and Scholarships." Dean G. Herbert Smith of DePauw.

Scholarships and Loans

By G. HERBERT SMITH, Dean of Freshmen, DePauw University

Philanthropic enterprises in America have developed hand in hand with the accumulation of vast personal fortunes. The man who accumulates wealth has many problems arising out of the disposal of his holdings. One person in this position has just recently commented as follows:

"It is trite to speak of the burden of wealth but there are few possessors of large fortunes in the country to whom the disposal of their wealth has not become a genuine concern. Viewing the matter in retrospect, I can testify that it is nearly always easier to make one million dollars honestly than to dispose of it wisely."

Those who have some contacts with individual philanthropic enterprises, are somewhat astounded when they learn that American benefactions have been estimated to exceed \$2,000,000,000 annually.¹ So important has this phase of financial management become that one of the largest banks in the country, The Central Hanover Bank and Trust Company of New York, has established a Department of Philanthropic Information to serve all who are interested in philanthropic giving.

The cause of education is one which has been foremost in attracting persons of wealth who desire to give wisely to some useful enterprise. Colleges and schools benefited in the two years 1910-1912 to the extent of \$30,000,000. A two year period just ten years later, 1920-1922, shows bequests for education amounting to over \$78,000,000. This figure has further increased during the last ten years. Part of the money thus turned over to education has gone into physical plants and endowments, but approximately \$20,000,000 or 25.6 per cent of the total amount given to education during a particular decade has gone more directly to the aid of individual students in the form of scholarships, fellowships, and loans.

There is, at the present time a division of opinion among those who are interested in helping students as to the best form for this help. Both groups believe alike that education is of value both to the individual and to society, and that all who are mentally able to profit by an education

¹Central Hanover Bank and Trust Co.

should have a chance whether rich or poor. The difference arises in the way to accomplish this end.

The first school believes that the student himself benefits most by his education, and that accordingly he himself should pay for the value which he receives. If he is not able to do so at the time, he should be enabled to borrow for the purpose and repay this loan. The other school follows the more socially-minded lines of the present day. Education is the right of everyone and is for the common good and when it is not provided by the state and is beyond the reach of the individual, philanthropy should step in and make the opportunity possible. The methods of this school are through the establishment of such student aids as scholarships and fellowships."

One argument which has been offered in favor of the loan idea is that the gift is made of greater value to more people by the permanent rotation of the loan. All loans must be repaid within a certain time limit. Some are loans with no interest, while others carry a small rate of interest usually following the date of graduation. Colleges have set for themselves the task of securing funds for loans. Some state colleges have had appropriations for this purpose, while in other instances the funds have been made available through individual philanthropists, religious and fraternal organizations, women's clubs and others.

The general rule has been to lend money more freely to upperclassmen than in the freshman and sophomore year. Only in rare instances are funds available to freshmen. The reasoning back of this is that if a man does not have sufficient capital back of him to complete one year, he is likely to have a difficult time staying in school until graduation. Too, many funds require that a student prove his ability to do college work before he receives aid.

The Harmon Foundation is perhaps the outstanding example of the type of organization which is willing to lend to students provided the borrower will agree to pay interest. Loans are made to students of certain specified colleges and universities. The principal is loaned in the upper three classes. No collateral is required, but a very careful investigation is made into the character of the applicant. Borrowers are charged interest at the rate of six per cent from the time of the loan is made. Repayment starts six months after graduation. The total loan is limited to \$300 a year. This fund, while intended to aid students, is also establishing a commercial principle, that student loans can be made a sound business investment. With this system losses have been cut to approximately one per cent, during a period in which the foundation has made loans of over half a million dollars to students.

There are many other forms of loan funds, the majority in fact, which have been built less on a commercial principle and in which interest payment is less formidable. The Field Cooperative Association of Mississippi has a capital of \$1,000,000 and its interest of six per cent starts after the student has left college. One of the largest funds is that known as The Methodist Episcopal Church Student Loan Fund which in 1928 had outstanding loans amounting to \$2,276,407. This fund requires five per cent after leaving college. A similar rate is charged by the Amer-

ican Bankers Association Foundation on all unpaid balances the first day of the second January after the date that the student leaves college. No interest is charged on amounts paid before that time. This foundation is capitalized at \$500,000.

Many college funds use the idea of a progressive interest rate. The Princeton University Student Aid Association provides as follows:

"These notes are payable to the Students Aid Association, Princeton University, and fall due with interest at five per cent five years after the date of graduation of the beneficiary, or five years after the date of his leaving Princeton if not graduated. If the amount loaned, or any part thereof, is repaid within two years after graduation or leaving college no interest shall be charged thereon. On amount paid after two years, the following rate of interest per annum shall be charged, calculated from the date of graduation or leaving college:

On amounts paid within the third year, 2%

On amounts paid within the fourth year, 3%

On amounts paid within the fifth year, 4%

At the end of the fifth year renewal notes may be taken for a second period of five years upon payment of interest accrued to date, and shall bear interest at the rate of five per cent per annum from date of renewal until paid."²

Loan systems which do not require payment of interest are not nearly so numerous as those already described. However, there are twenty-six funds which require no interest.³ The Whitney Benefits of Wyoming, for instance, was started in 1928 capitalized at \$850,000. This fund provides loans for advanced students and also a vocational fund for non-graduates of high schools. A slightly different type of arrangement is found in the General Electric Educational Loan Fund, for employees or sons of employees. Here the rate of interest is left to the discretion of the recipient.

So much for student aid in the form of loans. We now come to the second point of view in which the donors feel justified in making outright awards in the form of scholarships and fellowships. Students receiving such aid are expected to repay the amount voted to them.

"This form of student aid is widespread and varies in character from the humble but useful help given by a Hebrew benevolent society to enable a poor family to keep its children in school, to the magnificent international fellowships designed to promote peace and mutual understanding among the nations of the world."

The distinction between the term "scholarship" and "fellowship" as drawn in this country is usually very clear. Scholarship commonly refers to an undergraduate award, while a fellowship ordinarily relates to a cash award to a graduate student. In this discussion only scholarships will be considered. Most scholarships are given in the form of credit on the tuition of the student to whom the grant has been made. In most

²Official Register of Princeton University, 1931: p. 235.

³The Harmon Report.

instances the scholarship is a grant for a single year though there are a few which are granted for the full four years of the college course. Another variation in scholarships is in the basis for the award. An ordinary scholarship, for instance, is a grant made to a deserving student who is in actual need of help in order to go to college at all or to complete a college course. An honor scholarship, however, differs in that the award is made on the basis of merit, ability, or achievement with no regard for the financial need of the student. The usual scholarship—of either sort—will do no more than pay the amount which the student is required to give the college in actual tuition and fees.

From the standpoint of the donors, scholarships are found in many forms. One group are those Foundations established by individuals as memorials to commemorate the donor or someone whom he desires to honor. Such is the case of the Edward Rector Scholarship Foundation at DePauw University, the Calvin Huntington Scholarship at Vassar, and the Strathcona Scholarship at Yale. In addition to foundations erected by individuals, scholarships are provided by clubs and organizations such as University Alumni Associations, Fraternity Orders, and service clubs.

Scholarships of some description are now found in almost every college in the country, varying greatly in number. Two years ago the scholarships coming out of the estate of LaVerne Noyes, granting tuition to deserving veterans or direct descendants of veterans of the World War was said to be the largest scholarship foundation in the country from the standpoint of the number of students to whom scholarships were granted. These scholarships were granted for one year at a time and to attend select universities and colleges. At that time the second largest scholarship foundation was the Edward Rector Scholarship Foundation at DePauw University. Within the past two years the number of LaVerne Noyes scholarships has been so reduced that now, so far as I have been able to discover, the Edward Rector Scholarship Foundation has the most active scholarships to be found in this country. As a result, the Rector Scholarship Foundation is now the outstanding example, in this country, of a large and successful scholarship plan. This school year, 1932-33, the foundation is providing scholarships for 695 students.

Its distinguishing characteristics are its size, the resulting large number of scholarships, the award of these scholarships on the basis of scholarly achievement, the limitation of the entire number of scholarships to a single institution, and finally the loyalty of the recipients to the memory of the donor—Mr. Edward Rector.

“Mr. Edward Rector, of Chicago, who conceived and established the Edward Rector Scholarship Foundation, was one of the most prominent and successful patent attorneys in the United States. Up to a few years preceding 1919 he was not especially interested in DePauw University, never having had immediate connection with the school though his father had been a trustee and his elder brother had been a student. His love for youth, however, was profound and all-embracing and was his marked personal characteristic. His enthusiasm for the Foundation grew rapidly and entirely possessed him as he had opportunity to get acquaint-

ed with the scholars personally and realize the great good he was doing. At his death, August 1, 1925, it was found that after providing for Mrs. Rector and making some special provision for relatives and friends, he had made the Rector Scholarship Foundation his residuary legatee. His bequest to the Scholarship Foundation amounts to approximately two and one-quarter millions. . . . The spirit by which he was animated can be understood from a paragraph in an address explaining the Foundation and why he was satisfied with his investments:

"I have been talking about my investments in DePauw, but they are not investments in DePauw University, they are investments in humanity, in the men and women who are to carry on the work of our country and of the world when you and I are gone. DePauw is merely the medium through which we may make such an investment in the future, which is altogether the most satisfactory and profitable investment I have ever made and it is the thing of greatest interest in my life today, and offers us the opportunity and the privilege, and a real opportunity and privilege it is. DePauw is a peculiar institution—the more you do for her the more she does for you, and the greater your indebtedness and obligation to her becomes. My indebtedness and obligation to her were never so great as they are today."

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"At the Chapel Exercises held in DePauw University, April 30, 1919, the startling announcement was made that Mr. Edward Rector was willing to deposit enough money in the treasury of the University to maintain four hundred scholarships in perpetuity. At a meeting of the Board of Trustees and Visitors held in June, 1919, Mr. Rector's proposition was unanimously and enthusiastically accepted and a committee was appointed to take charge and administer the Foundation. The committee consisted of President George R. Grose, of Greencastle, Mr. Edward Rector and Mr. Roy O. West, of Chicago, Mr. H. H. Hornbrook, of Indianapolis, and Vice-President Henry B. Longden, of Greencastle. The committee held its first meeting in the office of the President at Greencastle, July 25, 1919, at which time Vice-President Longden was elected director of the Foundation. The Edward Rector Scholarship Foundation is not an independent corporation with its own charter, laws and by-laws, but is simply a part of DePauw University, governed entirely by its trustees who were given large powers in the will of Mr. Rector.

"Immediately upon the organization of the board of control, announcement was made, stating the conditions of the Foundation, and expressing willingness to consider applications. Although it was too late to get the matter before the high schools that year, there were forty-seven young men accepted for entrance at DePauw University the next fall.

"The very clear and expressed purpose of Mr. Rector in establishing this Foundation was the encouragement of scholarship in the high schools of the state and in DePauw University and, therefore, its attainment is an honor worth striving for by any young man, whether he needs

assistance or not. In granting this scholarship, the question is one of character and studentship rather than one of need. In one of his early letters to the trustees, Mr. Rector stated definitely his purpose which was as follows:

"I have several objects in view in making this offer. One is to afford an opportunity to some of the young people of the state who might not otherwise be able to come, to secure a college education, of the kind that can be had at DePauw. Another is to bring into the University, in each freshman class one hundred of the brightest high school students of the state, with a consequent raising of the standard of scholarship in the University. Another is to link up and connect the high schools of the state with the University as closely and permanently as possible, for it is upon the high schools of the state that we must primarily rely for the future students of the University. Another is by a wise distribution of the scholarships in all parts of the state, to create an interest in and active support of the University in some localities where it does not now exist."

"The Rector Scholarship Foundation pays all tuition and fees, both departmental and special, in the College of Liberal Arts. This amounts on the average to about two hundred dollars a year."

Scholarships are awarded by the Committee to honor graduates of Commissioned high schools. They are no longer limited to the state of Indiana. In order to be eligible for consideration a young man must rank in the upper ten per cent of his graduating class and must have maintained an average of not less than 90 per cent for four years. Recommendations are received from the Principal of the High School and on the basis of the young man's record and their recommendations, the awards are made. Scholarship and character are set up as the determining factors. If a boy comes to DePauw without a scholarship and maintains a "B" average for his freshman year, he will be granted a scholarship at the end of the year. All Rector Scholars are required to maintain an average somewhat higher than the general average of the University in order to retain their scholarships for four years.

In addition to the scholarships there have come into existence the Edward Rector Fellowships. In the beginning of the year 1929, it was decided to allot to each graduating class six fellowships to be given to those seniors, men or women, who gave most promise for doing creative work in their chosen majors. The honorarium was twelve hundred dollars a year. In 1932 the number was increased to eight fellowships and the honorarium reduced to one thousand dollars a year. In his application the senior is expected not only to give the nature of the problem to be studied but his preparation and just where he expects to work and why just there. Thus far, the fellows have been working in the larger universities of England, Germany, and the United States. The results of the experiment have been most gratifying and highly satisfactory, and it is now hoped and expected that while not given this year, the awards can be revived in the near future.

Dr. Henry B. Longden, Vice-President of DePauw, who has served

as Director of the Foundation from the outset, gives us the following statement of the results on the DePauw campus:

"After an experience of twelve years, there is very clear evidence that the Foundation has not only fulfilled all legitimate hopes and expectations as to encouragement of scholarship in the high schools, but it has exerted a most salutary influence on the scholarship of the campus, since it is unthinkable that five or six hundred earnest, hard-working students, more than one-third of all in the college, could be on a small campus and not exert a profound influence.

"The effect that has been noticed on the high schools is that it has furnished a constant incentive to ambitious students to do superior work, many of whom in the very beginning of their courses have definitely in mind the winning of the scholarship. It has brought the name and work of DePauw University prominently before every high school of the state. And best of all, it has enabled many boys with practically no means to secure an education; for while the scholarship is given solely for excellence of work and character, it so happens that the majority of those who take the honors in the high schools are boys of no means or comparatively small means.

"On the campus it has greatly increased the number of men, as Mr. Rector had in mind. In 1927-28, the year before the organization of the Foundation, 39.4% of the student body were men. In the year 1930-31, 63% were men and there were thirty-seven more men than women who graduated, while thirteen years ago it was the opposite."

Of course there are many problems which arise in connection with such a Foundation. One of the first is the matter of awarding the Scholarships. In some ways the present basis for awards is quite satisfactory, but since 1919 data have been accumulated which definitely show that a boy selected from the high ten per cent in one high school may be very superior when compared to a boy who comes from the same relative position in another high school. Another problem which has been uppermost in the mind of the Director is how to keep alive the spirit of appreciation and loyalty to Mr. Rector as succeeding years pass. Without such loyalty a scholarship is likely to degenerate into little more than a cheap way of getting an education. These are only a few of the many problems which arise in the administration of a large Scholarship Foundation. Undoubtedly the most vital and difficult problem facing a university which would like to develop such a Scholarship Foundation is first—to find some one who will give the two million dollars and second, find some way to keep your principal and interest after you get it.

President Edmondson: The Rector Scholarships of DePauw are a matter of great interest to the high school students of Indiana and other parts of the country. They are also a matter of great interest and some concern to other institutions in Indiana. Indiana University is about 30 miles from DePauw. DePauw University, with its Rector Scholarships, is getting the best of the high school students of the state of Indiana, deserves to get them.

There has always been in recent decades, I shall have to limit it to that, a very friendly co-operation between state institutions and private

schools in the State of Indiana. There was a time when they fought each other, but that has all changed. It is a fact now that DePauw University has a very distinct advantage over most of the institutions in the State of Indiana so far as competition for first rate high school students is concerned, and DePauw, to those who know it, is decidedly on the upgrade, thanks to Mr. Rector and the wise direction of his estate.

Melcher, Kentucky: Mr. President, may I just add one word? I had the pleasure of having an intimate friendship with Mr. Rector when he was a young man. He was in my home town, in my home during the summers that he was attending a law school at Cincinnati. I didn't see him for years afterward. Just the year before he died, I met him at Bay View and he talked about the pleasure that he got out of these scholarships, and he made the statement that there was a very small per cent of disappointments in his scholarships; he had followed them throughout life.

Question: I should like to ask one of those familiar with it, are these awards made entirely on scholarship or are leadership and character and that sort of thing taken into consideration?

Smith, DePauw: The student must be in the highest ten per cent of his class to be eligible to apply, in the first place. Secondly, the recommendation of the Principal is taken into consideration. The primary emphasis is upon scholarship, however, everything else being equal, the leading man in his class would be given first consideration because of the scholarship. But of course the committee awarding the scholarships reserves the right to make its selection on any basis other than that it sees fit. They have not been limited to one school. In other words, take Technical High School in Indianapolis, a large high school, in the past they have had several scholarships, sometimes as high as five.

Dirks, DePauw: Nine and ten in some places in Indianapolis schools have received scholarships; if they are particularly outstanding and do good work.

Sanders, Ohio Wesleyan: In the loans from the Harmon Foundation isn't it true that a default by any borrower in a particular institution must be covered by the other borrowers? For example, if twelve students from DePauw University should borrow money from the Harmon Foundation would they not at the time of their borrowing as a group agree to pay the loan of any student who defaulted?

Smith, DePauw: I am sorry I can't answer that question. I have never been in an institution that had access to the Harmon Fund. They select their institutions and neither the University of Illinois nor DePauw has been on that list as far as I know, and I can't answer that question. Perhaps some of the men who had had contacts there can tell that.

Melcher, Kentucky: Every student that borrows actually signs up for ten dollars more than he gets, so that in a group of twelve, that gives a leeway of \$120. Also there is the other Harmon plan which we have been working on this year, which is very splendid. They will give you \$2,000 and then your board of trustees advances \$2,000, making \$4,000, and then they administer it, they take all the trouble and do all the business end of it. We have found that very satisfactory, much more

satisfactory than simply coming and borrowing on a note, because then they realize they have got to pay and what they have got to pay and they live up to their obligation very well.

Sanders, Ohio Wesleyan: The part of the body that is not familiar with the loan fund that was operated at Bucknell, I should think it would be worth their while to talk with Dean Rivenburg. There is an interesting feature in that, the feature that has to do with the leading of money through a bank, that appears to me as being very valuable indeed. That feature of the loan fund was something new, I think, to most of us when we listened to his explanation of it, and it would be worth your while to know about it if you have not read the minutes or have not had contact with Dean Rivenburg.

President Edmondson: Dean Rivenburg, will you not make a supplementary report on those loan funds for the benefit of those who did not hear your remarks before?

Rivenburg, Bucknell: Mr. President and Fellow Deans, I think probably you have all received the minutes, and quite a full account was given in that. We are still finding that the scheme of having a revolving loan fund administered entirely through a trust company works out very, very well. It is, I think, a recognized trait of human nature that almost everyone will pay a bank quicker than they will pay an institution or an individual. The trust company through which we make the loans, we simply recommend students for loans, insists that those loans shall be paid not later than September 10th of the year in which they are made.

It is true that during this depression, it has been impossible for some students, not very many, but for some to get any kind of work and it has been impossible for them to pay at all. A graduate who, I think, had a loan of \$50 wrote me a few days ago that he hadn't been able to earn five cents since his graduation, that jobs could not be had. He paid \$20 of that fifty because he received a Christmas present of \$20 and immediately sent it off to the trust company to apply on his loan.

On the whole, it has worked out very well indeed. We have had no difficulty at all until this depression came on, but in the last year or two it has been extremely difficult for some students to pay their loans.

Because of that experience, last fall the president of the trust company and our treasurer and registrar felt that, since we are loaning money to minors in many cases, including freshmen and sophomores as well as juniors and seniors, that it would be safer to ask for an endorsement on the notes. Until this fall, we have never asked any student to get an endorser on his note, but since September, we have asked that they get an endorser, but we have taken the endorsement of the parent, even though we knew perfectly well in some cases that the parent owned no property, nevertheless, we have accepted the obligation of the student just the same.

Evans, Toledo: May I ask Dean Rivenburg if a bank would be interested in a small sum of \$3,000 to start with? I have a sum started of about \$3,000 and I hesitated because I thought the bank wouldn't be interested in it.

Rivenburg, Bucknell: Of course what we did was to invest the amount we had, \$15,000, in bonds and deposit them as collateral at this trust company against which the loans should be made. Now, I think it would depend upon the officials of your bank. If they are interested in students and willing to cooperate, I think that they would be willing to accept \$3,000 or \$2,000 as collateral against which loans should be made, the same as a bank would be willing to accept larger amounts. It depends on the spirit, I think, of the officials of the bank. Of course, we keep entirely from our students, keep in the background the fact that the University is in any way financially possible. We never say to a student that we have put up \$15,000 in bonds as a guarantee that these loans shall be paid. We recommend those students for these loans and on our recommendation the trust company loans that money, but the trust company can't lose as a matter of fact.

Lancaster, Alabama: Mr. Chairman, I would like to add just a word to what has been said. We have not been so fortunate as to have an Edward Rector at Alabama, but we have a small student loan fund which is being gradually supplemented from time to time.

We are very fortunate in this respect, the former executive secretary of the University is now the vice president of one of our local banks, with which bank the University does most of its business. We have made that particular man a member of our scholarship award committee at the University. He is a man who knows the university authorities but at the same time is high up in the banking world as vice president and he has been most valuable to us in helping us to select the men or women to receive these loans and at the same time we have the double advantage of having the bank in on the proposition. Our percentage of loss has been very much reduced since we have handled the loans through the bank instead of having the university try to do it. And I certainly second what has been said about having the bank handle it and also having that bank official sit on our Committee. I think he has understood our attitude, he has been impressed with the care with which we try to select these individuals and it has already been a very helpful plan.

Weng, Terre Haute: Mr. President, we had just the opposite experience from Mr. Rivenburg. There was a man named McGregor, who died some years ago leaving a hundred thousand dollars to be divided between our school and Rose Poly Tech, also in Terre Haute. That gives us \$50,000. Twenty-five thousand of that we are using for scholarships on recommendations of county superintendents, but the other \$25,000 is used as a revolving loan fund. McGregor had left the estate in the hands of a trust company there and first we just left it to the trust company, recommended to them to whom the loan shall be made. It is made very liberally, we take no notes, just depend upon the student's integrity and honesty whether he would repay, and they did not go after it. Mr. Rivenburg made the statement it depends on the man. I think that is the trouble, we had the wrong man in our trust company and very little came in. One of our teachers who teaches two classes and gives the rest of his time to management of these funds goes after it

much more thoroughly and is getting much better results. So it all depends upon the man.

Phipps, Kansas Teachers: Mr. Chairman, I would like to know whether or not this body considers the loaning of money to freshmen inadvisable in times of depression. We, at Kansas, in the past year have lifted that rule that we shall not lend to freshmen, and have loaned money to freshmen on the assumption that these men actually were a liability in their homes if they were sent back without means of going to school and that they were men who were coming with a greater appreciation of the education they presumed they were going to get than they had in previous years. I would like to know, however, what some of the members think of the policy.

President Edmondson: Will somebody answer the question?

Dirks, DePauw: Mr. Chairman, I can tell you about our experience. I happen to be the loan agent of our school handling all the loan funds, and that includes of course, our portion of the Methodist Loan Fund and Mr. Rector left also a loan fund which we use, and then we have another we call the college loan fund. We have always loaned to freshmen.

But I think we are coming more and more to believe that the less we loan to freshmen the better off we are. It makes the young fellow feel that if he can once get to college, the college will take care of him, and I think it is rather unwise. The more I work with the thing the more I feel that if you can stave off the freshmen at least and not lend him money, the better off you are. He is quite a risk when he comes to college and has to borrow the first semester to get started; I don't know where his money is coming from after that unless we continue lending him money and by the time he has borrowed four years, he is getting a little out of the notion of paying it back. I am inclined more and more to think that the less we lend to freshmen the better off we are.

President Edmondson: There is another angle to this thing of fellowships which I will illustrate by a little conversation that took place in our graduate school council a few days ago. The question of granting fellowships in this day of reduced budgets was being thoroughly discussed. One of our older faculty members who is referred to by the students generally as being hard-boiled rose and said, "When I went to the University as a graduate student, nobody hired me to go. Why do we have to pay a thousand dollars to hire some fellow to come here and take graduate work?" Nobody answered. That is what one man thinks about it.

Our time is up for this particular topic. We will recess for five or ten minutes.

(After a short recess the conference was joined by representatives of the College Fraternity Secretaries' Association).

President Edmondson: Our next address is by Mr. Alvin Duerr, who for years has been vitally associated with fraternities of the United States. Mr. Duerr will speak on the subject, "The Place and Opportunity of the Fraternity in the Educational Scheme."

The Place and the Opportunity of the Fraternity in the Educational Scheme

By ALVAN E. DUERR

George Bernard Shaw once said that he conceded that Christianity is the greatest philosophy of human life; his only surprise was that it had never occurred to anyone to apply it. And so I would start out with the thesis that the college fraternity is potentially the greatest social, or socializing, force in college life, if only those who make up its membership, and you Deans of Men, who have the real opportunity to shape its career, would apply its principles and its potentialities to the solution of the problems of student life.

Haven't our Deans been rather reluctant to assert their authority and to exercise their influence to bring home to the college fraternity the fact that it is part of the fabric of which the college is made; that its very existence is dependent upon the college; and that it is unthinkable that it should not definitely be a constructive force for all that promotes the objectives of the college, and therefore of its student body? And it is equally unthinkable that the college would tolerate in its student body as significant an institution as the college fraternity unless its objectives and its influence not only warranted no serious criticism but even merited the endorsement of the academic authorities, and that these were justified, therefore, in exerting the utmost pressure to guide the fraternities into paths of active usefulness rather than of passive innocuity. Isn't that effort a part of the debt we owe to the younger generation? Isn't it an important feature of the educational problem?

We hesitate, perhaps, to interfere with the independence of our undergraduates, and with their right of self-expression in their personal life; but I suspect that the undergraduate is prone to use this right as a cloak of unwarranted privilege, and that it amuses him to have us take him so seriously. I believe that American youth honors the man and the institution that hold him up to his highest aspirations, and turn his craving for self-expression into constructive channels.

The achievement of this is only a matter of good technique. It does not imply the dramatic assertion of authority, which would get us nowhere. It is merely the exercise of the kind of deliberate leadership that will get us wherever we are determined to go. Not only must the fraternity have ideals for itself, if it would have real significance for its members, but likewise the college must have ideals for the fraternity, if it would utilize to the utmost the potentialities which exist in an organization which has more immediate access to the idealism of the undergraduate than has any other in academic life.

The fraternity was born of an instinctive realization that intimate contacts are valuable in the development of character. For over a century our fraternities, in carrying out this idea, have performed a supplementary function of education which has become increasingly difficult for institutions growing by leaps and bounds. But education's recent swing away from mass production and back to the consideration of the individual indicates that during all these years the fraternity was very

near to the essence of the educational problem. And fraternities, organized originally of this undefined realization, have gradually become more aware of the inseparability of social and mental development, just as the college is doing from the opposite angle; and consequently fraternities are becoming more and more responsive to administrative objectives and to their own group-responsibility for the solution of educational problems. What they have done during recent years in creating a better attitude toward scholarship is their outstanding contribution; but does not their success in this important field suggest potential influence in any phase of undergraduate life which presents problems that will yield only to co-operation of a high order? And would this not suggest also the wisdom of just as responsive an attitude on the part of the college and of a more deliberate use of the fraternity by the college as an effective ally in any plan affecting the interests of the undergraduate? Isn't there an opportunity here to strengthen the work of the college immeasurably by converting the passive recipient into an active participant in the educational process? For we know that it is impossible to educate anyone; all that we can do is to give the student an opportunity to educate himself.

Let me cite a few examples of the kind of co-operation that I have in mind. (a) The objective of a college education has often been described in these meetings as preparing a student for useful citizenship. And here we have in our fraternity chapters the nearest approach that college offers to self-governing groups with social relations and responsibilities of a complicated nature. It is hardly necessary to stress the opportunity that is presented here to drive home the lesson of useful citizenship which college administrators are so anxious to inculcate, and the learning of which will determine so largely the usefulness of the individual in the world at large. (b) Many of you make good use of the solidarity of your undergraduate fraternity groups when you require an informed public opinion and concerted action on any question; but it has not occurred to more than one or two colleges to extend this attitude to the alumni, and, incidentally, at the same time to leaven undergraduate opinion by this means. It is not an accident that an unusual proportion of the active alumni of your institutions are fraternity men, for a process of selection and of social development as well as a continuity of interest and responsibility through their chapter has served to crystalize their allegiance to their alma mater. Fraternity men are the only alumni whose influence persists automatically after they leave college. It would seem possible to utilize this influence to good purpose. (c) Youth is today as idealistic as it has ever been, and infinitely more wholesome and honest. Its intemperances and irregularities are due to a large extent to the poor training and perspective which it has received from us. The college has not succeeded in arriving at a really satisfactory solution of the problems of personal conduct; nor has the fraternity; if they were to join hands in the spirit, not of discipline, but of constructive helpfulness, there can be little question of the final result. (d) And finally, if education is best achieved by bringing the immature mind into intimate contact with a well-balanced and well-informed maturity.

what a revolutionary effect on the educational process would result from placing in the chapter houses of the country the most inspired teachers that the college could command! Not the usual type of callow Doctor in Spe who attempts to prove that he is a good fellow by talking down to the undergraduate, but the sort that loves men even more than learning, whose richness of spirit and understanding would unconsciously attract eager minds to achieve similar strength. Few men are so great that they might not feel that they had rendered a signal service to society if during their leisure they inspired thirty young men to higher standards of culture and social living. Moreover, such contact would do much to revitalize a profession which threatens to become a lost art.

A man goes to college for an education. Everything else is subordinate. And every phase of college life should be judged solely from the angle of whether it serves a broadly useful purpose in the educational scheme. Nicholas Murray Butler has said recently that in his opinion mental efficiency ranks third among the essentials in preparing an individual for a career of social usefulness, and ahead of mental efficiency he places character and the art of being a gentlemen. Surely he would subscribe to the belief that the fraternity is at least in a position to contribute more to these latter qualities than in the class room. And, far as the chapter house is removed from an achievable ideal, is it not even so a better laboratory for the development of character and manners than the average dormitory or College Commons?

But if the fraternity is to occupy so important a place in the education scheme, even for the direct benefit of its members, it must have leadership, and this leadership must come from within the institution, else we come inevitably to the conclusion that college administration cannot measure up to its own responsibilities. The National Fraternity can supply administrative guidance of chapter activities, but effective co-ordination of undergraduate action directed toward the solution of a purely local problem must depend upon local contact and upon a leadership that is inspired by immediate responsibility for obtaining the desired results. And so we must develop both the fraternity and the college as co-operative partners in the great task of making well-equipped men of character who will be ready to become the leaders of the world. We cannot ask the fraternity to act as a vicarious agent superimposing educational functions which the college is unwilling or unable to perform.

It is fundamental to sound education that whatever is done should be done as thoroughly as possible. This principle has brought about a gradual inclusion in the organized work of the university—its curriculum in the broad sense of the word, of practically all the activities of the student body. But so far the college has made little effort to utilize for broadly educational purposes one of its most fertile fields. And yet, either fraternities have a definite place in the educational scheme, and have a contribution to make without which education would not be complete, or they are only a by-pass through which otherwise constructive energy escapes. If they have real value, there should be real co-operation between administration and fraternities to develop and utilize that

value; if they have no such value, the sooner we clear the decks the better. The campus is already cluttered with too many emasculating activities.

But the college could hardly divide its student body into groups which would lend themselves better to the development of that finely social attitude which gives an individual real worth in society. Neither faculty, nor Church, nor Y. M. C. A. can command the attention of the undergraduate in any effort of this kind as well as can the fraternity. Its foundation stone is idealism; membership in it is sought eagerly; and the fraternity house is the one place where inarticulate youth seems not to be ashamed to be spontaneous. But, unfortunately, there is nothing aggressive about the fraternity's idealism; it lacks purpose and it lacks leadership. Why should not the college formulate the purpose, and correlate it with its own objectives, and then in you, the Deans, supply the leadership which will make of this idealism a dynamic force in the lives of your undergraduates? For, after all, it is your function to mould public opinion in the student body and to direct its activities into paths that will bring them more directly to their objectives. College administrators have criticised the fraternity sympathetically and freely; but it has occurred to none of them to state clearly and specifically what he would like to see the fraternity do.

And what about the chapter house? Our colleges are spending millions on improving the housing and social conditions of their students. And in all their planning there is little evidence that your Boards of Trustees are aware of the existence of 2,500 houses of ideal size, housing natural groups, therefore congenial, and having the essential qualifications for social development and growth; and that a small part of the money, and infinitely less effort, than you will require to create ideal conditions in your dormitories, will produce in these fraternity houses better conditions than I believe you can get in any other way.

Fraternities have spent \$75,000,000 in the erection of these houses. They built them because they saw sooner than did the college the value of intimate life in small groups; they built them when the college had neither the money nor the inclination to build them. Why destroy any of this value, now that the college is like-minded? Why not utilize first what is already there, especially when it includes spiritual values which the college can hardly duplicate. We must not condemn the chapter house because it does not furnish an atmosphere quite up to the ideal which we cherish. Why not help the chapter house to conform to that ideal? The fraternity is an integral part of the college and of college life. You have its future in your own hands.

President Edmondson: Is there any discussion of Mr. Duerr's contribution?

Field, Georgia Tech: Mr. Chairman, it seems to me, Fellow Deans, that this is one of the most vital things that we have had presented to us. Some of you have heard me talk or "rant" on interfraternity work prior to this time. It seems to me that is one of the most important things we can do.

I have just had the pleasure of coming last week-end from a con-

ference of college students, men and women, 180 of them gathered together for a two day conference on the State University Campus of Georgia, and in that conference there were twenty-five young men there primarily for the discussion groups of character building activities for the fraternity, which I had the pleasure of leading. It was one of the most encouraging things that I have been into for the last three years; this is the third successive year that I had led that group.

Those men are very cooperative, they are eager and anxious to learn, they will cooperate to the last ditch if you will show them what you want them to do and how.

That especially leads me to the thing that I have been stressing for two years, the pledge training groups with a definite course for these pledges, trying to prepare them for coming into the fraternity, giving them a real constructive course on the basic principles of the fraternity. I have this reaction from the group on my own campus that led these fraternity groups during the past year. When it came to the question of presenting the meaning of their basic principles, faith in God, brotherhood and scholarship, those fellows felt immediately their inadequacy in presenting that topic, even though I had discussed it with them and done my best to present it to them; I told them in advance that if they did not feel qualified to present that to their pledges, to secure someone who might be a leader in their own fraternity or in the city to present that. So they came back with this request, that instead of having one mass meeting of the entire group of pledges, that we might have two or three led by some great leader of the fraternity movement to present those topics to the pledges when we got ready for them.

So this next year instead of winding up the course, as we have during the past, with all the pledges meeting with Bishop Michael addressing the group on the challenge and opportunity of fraternity life, we will have this year three speakers a month presenting the basic ideals of the fraternity, one man to present to this group what is meant by faith in Diety, another to present what is meant by brotherhood, and then winding up the third address by Bishop Michael where he charges these pledges when they are just about ready to go into fraternity life with the opportunity and challenge of the fraternity movement.

This is meaning a very great thing on our campus. I was especially struck two or three weeks ago when the assistant in my office as usual went around to the fraternities to visit them prior to the meeting on the state campus to see if they would send a delegate to this conference, and the general attitude of the entire group was, "Well, you don't need to say anything; when is it to be and how much will it cost?" And there had been already appointed from one to three delegates. A number of those appointed could not go for one reason and another, and yet the majority of those groups on the campus sent from one to three men to this conference. The recommendation of the leaders again was that hereafter, instead of each fraternity having only one man meet with me from time to time to outline that course, that each fraternity supply two men, one who was to be the active leader, the other who should prepare himself to lead the group in the following year.

I simply report this as progress in the education and preparation of these freshmen as they come in for fraternity life.

Smith, DePauw: Mr. Chairman, I am heartily in accord with the viewpoint presented by Mr. Duerr with regard to the co-operation of university officials with national officers of the fraternity. I know I happen to hold a small position in my own fraternity and I am in a position perhaps to see both sides of it.

I remember a statement made by a very good friend of mine, Mr. "Chappy" Burroughs, who is the editor of the magazine of Phi Sigma Kappa and he said, "Over on the University campus, they have a goat and everything that comes along they hang on this campus goat, and it is the fraternity." It is pretty true.

The usual college administrator will kick the fraternity around, but the minute he has a job he wants done and done well, if he has fraternities on his campus, he will probably turn to the fraternity organization to do the job for him. You see that year after year.

You have probably heard Dean Coulter tell of the time they wanted to put on the Liberty Loan drive on the Purdue campus and they turned to the fraternity leaders to do it and they did it well. You find situations like that happening all the time, and I am in accord with the viewpoint that perhaps educators need to be educated along the lines of the usefulness of the fraternity.

However, there is another side which I think perhaps fraternity leaders need some education in. Two years ago, I went down to New York to the Inter-fraternity council, and anybody who has been in university work knows of the financial condition of some fraternity chapters, and this subject was brought up whether or not there should be some financial supervision on the university itself on these various chapters, and one of the officers of one of the large fraternities said, "We don't want any of this university paternalism directed to any of our chapters." I just wonder, Mr. Duerr, if it is fair to say there should be a program of education going both ways, one to educate the national fraternity leaders to cooperate a little more fully with the university officials as well as the other way around?

Mr. Duerr: I think there is no question about it at all. You remember I began my paper with the statement that, now that fraternity officers were in the meeting, I should have more criticism.

It seems to me that the answer to the question that Dean Smith has raised is merely this, when any national fraternity or local fraternity officer retorts that he doesn't want university paternalism, and there was no thought of paternalism in the plan that we were discussing—the university's simple answer is, after all, "The fellows on this campus are our responsibility and we are laying down the conditions under which groups may operate." That shuts out any thought of what the other fellow wants. And when you are right, I think it is not only necessary, but desirable to take a stand of that kind. The fraternity has lived too long as an outcast and one result from that has been a defensive attitude that has produced just the thing that Dean Smith mentioned. But I think, as

I know the wiser, farsighted fraternity leaders, you will find very little of that.

President Edmondson: We will proceed with the remainder of our program for this afternoon. Dr. Duerr, I want to express the thanks of this organization for your contribution.

Will Mr. McIntosh, the chairman of the Fraternity Secretaries, come forward please? Mr. McIntosh, we are glad to welcome the Fraternity Secretaries Association to this all too brief joint session with the deans. I will ask you as their presiding officer to introduce your speaker.

Mr. McIntosh: Mr. Chairman and members of the Association of Deans and Fraternity Secretaries:

I shouldn't make this introduction too long. I am sure you will appreciate the man much better if I give him the time to talk himself. So I will just introduce to you briefly, Mr. Malcolm C. Sewell, the Executive Secretary of the Sigma Nu Fraternity. Mr. Sewell has been in fraternity work several years and has made a very thorough study of it, I think he has taken it up more conscientiously than some of the rest of us have, possibly. He is very serious in all of his views and is very sincere in his beliefs about the value of fraternities and I feel if he weren't a fraternity secretary, he might be a dean, so I hope you will all feel at home together.

Fraternities and Their Colleges

By M. C. SEWELL, Secretary, Sigma Nu Fraternity

The college fraternity offers great potential possibilities by means of which, the college can direct the development of students. Last year a national meeting of educators gave expression to the need for colleges to place more stress on spiritual and cultural values of curricular subject matter, and in the closer relation of instructors and students. Before the Association of American Colleges in 1919, Edmund J. James, then President of the University of Illinois is quoted as stating: "The older I grow and the more I see of the things that college students do after they leave college, the more I am convinced that after all the important thing for a young man in college is to get his face set in the right direction, to get the proper ideals and the proper inspiration in himself. This is far more important than is any particular amount of training, than is any particular amount of knowledge which he receives." Fraternities have become one of the strongest social units outside the family. All of them embody the ideals of Christ in their precepts and strive to raise and maintain a high standard of morals among their members. A more perfect social laboratory in which the college administration could work is not found.

Walter Williams, President of the University of Missouri has been quoted with the following definition of an educated man: "He expresses himself clearly in writing and speech. He thinks straight. He does worthwhile things in a right way. He lives comfortably and helpfully with other people. He knows books and the hearts of men. He acknow!-

edges the supremacy of the spiritual to the material in all things. He has an inquiring mind, an understanding heart, a noble soul. He is a gentleman, unafraid. It is such as he that with unfettered imagination, with unfeigned faith and hope, in the words of Browning, 'faces the unknown future with a cheer'."

The college fraternity supplementing the college offers a medium for the kind of education described in the foregoing statements. In the class room and in preparation of his studies, the student acquires knowledge and may learn to think for himself. In the association within fraternity groups, he learns to respect the opinions of others; he learns self confidence without undue egotism; he learns to understand the hearts of men; he learns how to live with others. Within the group association he may find self expression and it is possible for him to here receive proper stimulus and direction in the development of himself according to his particular talents. Self expression through participation in worthwhile activities is an exceedingly important factor in education. Such activities develop poise, initiative, tact, and judgment.

Oxford and Cambridge universities in England are each constituted of numbers of small colleges and owe their effectiveness in large measure to this fact. Several large colleges in America—Harvard, Yale, Princeton, and others, are now seeking residential and tutorial devices by which they may reorganize their masses into smaller units. Through the college fraternities we have a large portion of student bodies divided into small groups that are self selected and have accordingly this particular advantage over arbitrary groupings. In addition, each fraternity has common bonds of fidelity and the inspiration of ideals and precepts. There is also the valuable stimulus of group pride and of the interest and support of several generations of alumni.

The Greek letter college fraternity is purely an American development and may be said to have its roots deep in the soil that produced the American college. It may be traced back to the founding of Phi Beta Kappa, for social and literary purposes at the College of William and Mary, Williamsburg, Virginia, in 1776. In later years, through branches at Yale, Harvard, and Dartmouth in particular, Phi Beta Kappa became recognized as an honor scholastic society for the upper classes distinct from other Greek letter college fraternities that embraced under as well as upper class students. Fraternities of this latter designation that have been in continuous existence, began with those founded at Union College, New York, in 1925.

The college fraternity came into being naturally to meet the demand of students for a social development for which the colleges in their early history made no provision. It is natural for young people to form group associations of their own selection. In meeting the requirements for the social development of students, fraternities recognized the importance of moral and intellectual guidance.

As previously expressed, colleges through the fraternity system have a medium by which they can give students a well rounded type of education that fits them for worthy citizenship. On the other hand it seems essential for the future existence of fraternities that they become more

constructive in their educational influence on the intellectual development of their members. In doing so fraternities will be merely placing more emphasis on certain of the precepts upon which they were founded. Adult leadership especially along scholastic lines is needed. It is here that the strongest co-operation between the college and the fraternity should be worked out. A tutorial system may be the answer to the need.

With provision for some form of residential tutorial guidance, I can conceive of fraternity chapters as an ideal development of an adaptation of the Oxford plan of education whereby the student masses are organized in small units. The collegiate membership of 70 national fraternities belonging to the National Interfraternity Conference represented last year, 70,000 of the 250,000 men enrolled in 153 colleges and universities. The physical housing of the student members of 69 fraternities reporting in 1929 has involved an investment of \$72,500,000.

Growth and development is dependent largely upon environment. With the maintenance of chapter houses it is possible to surround the members with an atmosphere that is wholesome and stimulating. In the midwest and in sections of the south, the use of house mothers or matrons has done much to make the moral and social atmosphere wholesome. The next step necessary seems to be one that will give proper stimulus and guidance to the intellectual environment of the chapter house.

In referring to a tutorial system for fraternities in answer to the need for adult leadership, we have in mind young men above undergraduate age and classification who would be resident within the chapter house, serving part time as to their tutorial duties. The term preceptor or scholastic proctor may be used in addition to the term of tutor.

The duties of the tutor would be to give first attention to freshmen in helping them to organize their time and in teaching them how to study. The two principal causes for poor work, scholastically are failure on the part of students in scheduling their time and in knowing how to study. Scholastic advice and help would be given to all members of the chapter. The tutor would also bring about a closer relationship between the individual members of the faculty and the students in the tutor's fraternity group.

There are several ways by which the tutorial service may be given. An unmarried faculty member or graduate student might be selected. In colleges where graduate schools are not maintained and where an unmarried faculty member is not available, an outstanding senior student could be selected to serve as a scholastic proctor to work in co-operation with the college dean in determining the cause of scholastic delinquency of chapter members and in helping freshmen to seek needed advice from the proper faculty members.

The problem of the selection of a tutor is one that must be worked out with each individual chapter according to the local conditions.

To provide stipends for tutorial service, there are several ways to be considered. We can assume that a large majority of fraternity chapters can afford to give room and board as a stipend to a part time graduate student preceptor. In the case of chapters that can only afford to give

room accommodation, their alumni no doubt would contribute to a fund to cover the additional board stipend. It would be possible with some chapters, that in addition to room and board, alumni associations could offer a scholarship of \$200 to \$500 for the part time service of a well qualified graduate student or unmarried instructor on the college faculty. If the plan bore fruit and was recognized as a worthy cause, it is possible to conceive of chapter alumni raising special endowments for this purpose when general economic conditions are nearer normal than at present. Several colleges have offered to share the expense of preceptors for chapters desiring their employment.

For best results in the use of graduate students or unmarried faculty instructors as preceptors or proctors, the employment of a member of the fraternity whose chapter is to be served is desirable and preferable, although not essential. A member of a given fraternity serving in tutorial capacity would have a common bond and could advise in the affairs of chapter operation.

I do not think that a tutorial system for fraternities can be effected within one single large fraternity all at once. It is, however, possible for a single college to arrange at one time for all fraternities on its campus to adopt some form of a tutorial plan, provided it is within the financial capacity of the chapters. Regardless of college action, I believe that each fraternity can take the initiative and single out ten or twelve of its chapters that seem best adapted for trial of a tutorial plan. If the plan works and it becomes known that a beneficial effect results, the plan will spread to other chapters with a little direction on the part of general fraternity officers.

This past winter I have endeavored to enlist the aid of outstanding college administrators among our alumni in asking them to serve on a national committee to formulate plans for the guidance of the fraternity that it may serve a constructive purpose in the education of our collegiate members. With some I have encountered ready response. Others while having the desire to help are too engrossed and their time too much absorbed in the financial problems of their colleges to feel free to devote thought to our proposed program. Yet the programs on which we ask co-operation are ones that vitally concern their own college.

The changing economic conditions have presented some additional problems to fraternity administrators. The provision of suitable housing conditions for chapters has involved considerable financial responsibility. It is true that in some colleges the building on the part of fraternities has been carried to some extreme. Perhaps the colleges should bear some of the responsibility for this over-building in not having placed some curb upon it. At the time, however, the colleges themselves in many cases, were expanding in buildings, curricula, instructional force, and enrollments were rapidly increasing.

Fraternities that have been able to give assistance in the financing of chapter houses through loans from endowment funds have been able to exert some restriction in the building programs of their chapter, because their loans are conditioned on the soundness of the obligations undertaken. These fraternities are today placing greater restrictions.

Money from the general fraternity is not loaned without previous approval of the amount and terms of the first mortgages; the bids of several reputable contractors must be submitted; the chapter is required to have in cash at least one-fourth of the construction cost, in addition to owning clear the building site; and the cost of furnishing must be provided outside of a liability to the active chapter.

In meeting their responsibilities in housing investments, fraternities would like to feel more comfortable in knowing that they are not to be left stranded with these houses due to reorganization of colleges and their adoptions of unnecessary dormitory projects. We know of colleges that have requested R. F. C. federal loans for building dormitories on the basis of their being self liquidating projects.

Colleges can assist us in helping to impress upon students the fact that students have an individual responsibility for their room and board bills. In a chapter house, it is difficult for the chapter members to deny a brother credit on the credit of the corporate group when they know if the brother does not have this extended credit for his room and board expense he must drop out of college.

In the case of my own fraternity we have figured in past years prior to 1931, that our chapters collectively contributed \$50,000 annually toward the education of members on the basis of their unpaid room and board accounts. No doubt this practice has allowed many men to remain in college who otherwise would of necessity have dropped out, but in granting this help the cost of membership for the entire chapter is increased.

Last college year we began a program of urging our chapters to operate on a cash basis without the extension of credit. The results were encouraging in that the total addition to alumni accounts was \$20,239 instead of the previous \$50,000 per year average. Out of 97 chapters, there were 39 who collected all of their accounts and eight who had less than \$60 in a carry over of accounts receivable. For this year, the results give promise of being better.

The only way to bring about an appreciable reduction in the cost of fraternity membership is through a reduction in the operating cost of the chapter itself. This point is not understood I have found by all college deans. I have heard a dean complain of the amount of money the national fraternity officers were taking away from his college. It happened that this dean was in a college that lacked student housing facilities some years ago and had encouraged fraternities to build. He did not realize that the national fraternity had made loans to chapters and that most of the payments going out from the chapter to their national general office was to pay back the loan, with payments stretched out over a period of 10 to 15 years.

There are two principal problems confronting today the administrative officers of college fraternities: (1) To have chapters render a worthwhile, beneficial service, to the college members; and (2), to operate their chapters in such a way that the student of average means on the respective campuses can afford membership.

A question sometimes raised is that all students who enter the college have a right to the same training and that it is unfair to select a

few and to give them advantages which are denied others. The answer is either more fraternities where the general calibre of the students justify it, or that the fact all men are equal before the law does not mean that they are equal intellectually and socially. Equality of opportunity is all that should be expected. The responsibility for measuring up to the opportunity must rest upon the individual.

Fraternity officers are eager to work with the college administrators in their mutual problems. They are just as much interested in matters of scholarship, conduct, expenses, and proper living conditions. In the fraternity system colleges have a neglected field which offers a wonderful opportunity to set the standards for their campuses in developing a well rounded education for their students in which emphasis is placed on culture and character.

President Edmondson: Is there any discussion of Mr. Sewell's paper?

Evans, Toledo: I would like to say something. Someone spoke of the fraternity being a goat. Most goats smell just a little bit. I think the fraternity doesn't need to be white-washed. That seems a rather harsh statement. I mean I don't think they need to be fed up to being more important. They feel important enough.

One note that I have been looking for and missing in regard to the fraternity comments is some suggestion as to how the fraternity can help the man who is not a fraternity man. Our emphasis is so wholly on how nice the fraternity is. Well, of course it is. I am a fraternity man, but I am a philosopher, and a philosopher can say anything he wants. That note is something I think might be brought out. The university is not in a position of needing to encourage the fraternity emphasis. It may do well to help it hold up its ideals. But unless the fraternity can demonstrate that it is doing something to help the whole of the university or college, it is failing. How can it do that?

Detweiler, Dennison: Mr. Chairman, I don't know much about the actual operation of this tutorial plan, say inside the fraternity house. I like the idea very well. I haven't seen it in operation and I would like to know more about it. I might be interested in making some plans by which the chaps in my college would do that sort of thing, and helping to do it. I would like to hear some more discussion about it. Does it seem to be a success wherever it is tried, or do the boys think that this is another professor who comes there to lecture them, or does he coach them for their examinations or what does he do?

President Edmondson: Will some Dean undertake to answer the question, where the tutorial system has been successful?

Thompson, Nebraska: Mr. Chairman, I believe that the University of Iowa has gone further in the development of tutorial system than any other university. I think it is rather unfortunate that neither Dean Rienow nor Dean Jones seem to be here at the time. The experiment has been carried on there for the last five or six years and I feel quite sure that if anyone here is interested in getting the results that if you will write to Dean Lonzo Jones at the University of Iowa, Iowa City, you will get some very definite and concrete returns.

Now, commenting on what the fraternity should do, the fraternity simply presents a group through which the University administrator may work. At the University of Iowa, there is another group likewise, the dormitories, and Dean Jones has worked in the dormitories and he has worked in the fraternity houses, no more in one than in the other, but he has taken the group life and I presume that that is what is back of this thought of preceptor system here as applied to the fraternities, because they present ready-made to the college administrator the group life, and he doesn't have to go out and organize the group in order to get at the preceptor system. I think if you would write Dean Lonzo Jones, you would get some very definite and concrete information.

Fisher, Purdue: Mr. Chairman, I might say that at Purdue University they have used a tutor for the last three years. The first year they had it, they had a very fine young fellow as tutor, not a member of the organization, I am not sure he belonged to any fraternity, but he did fit in well and they got along splendidly. He didn't raise their scholastic average so much, but I think he did create a pretty good atmosphere in the house and was well liked and they liked their experience.

Last year they had to change because the first tutor got married and he couldn't any longer serve them. The young man last year was a fine young fellow, who was also not a member of a fraternity. However, he didn't make the satisfactory contacts with the group as did the first man. Their scholastic standard didn't go up very much.

This present year they have one of their own members, an alumnus, graduating last June, as a tutor. He is a graduate student of the University, not an instructor, a distinguished student when he was in the University, very high class young man. He has been well liked and has meant a great deal of help to them. The scholastic average has not increased a great deal either under his hand.

So far as I understand the work of tutor in this particular organization, these men, all three of them, have tried to give assistance where it was asked for and wanted. They have not forced themselves upon the students. Of course their being present in the house, it was understood that they were to be called upon. They have given help particularly to freshmen, and upper classmen as well, if they ask for it. Of course it is a little difficult to find a man who is well rounded enough to give assistance in a great many different lines of work, and that I think is one of the difficulties perhaps in the tutorial system.

I have been told that two or three of the other groups are considering the matter of having tutors the coming year. Whether they will do that or not I do not know. From this little experience we have had at Purdue, I am in favor of keeping up and trying it somewhat further.

President Edmondson: Dean Detweiler, I will take a moment to answer your question, so far as it concerns our institution. A few of the chapters have had tutors. One in particular that I know most about happens to be my own fraternity, which, for some time, in its scholastic rank, has been one, two, three from the bottom of all the chapters there.

The tutor had graduated and was attending the law school, brilliant, Phi Beta Kappa, absolute autocrat, typical highbrow, 28 years old, had

the complete respect of all the members because he just dominated them intellectually; rather an anomalous situation, I think. But I told him when he went in there that I wished him to try one thing as a policy, and that was to change in that fraternity chapter the spirit of "Just get by," into a spirit of respect for intellectual attainment.

That man was there for two years. The way he hammered those boys was a shame, and I gave him all the backing that I could. In my position as chapter adviser to the fraternity and Dean of Men in the University I had a double weapon. There came a change from its position of seventeenth among all the fraternities scholastically, the second year of that man's administration brought it up to seventh.

He left at the end of that time but his spirit has carried over. The fraternity ranks higher now. I can't believe that it will go to the top. Sigma Nu has the habit of being at the top at Indiana in recent years. But the preceptor in that particular case was highly successful. I believe it depends very largely upon the individual.

Mr. Sewell, I wish to thank you on behalf of our organization for your contribution.

Field, Georgia Tech: Mr. Chairman, I would like to answer one question that was raised a moment ago with reference to the contribution that fraternities can make to the campus. In my opinion, the greatest contribution that the fraternities can make to the campus is to demonstrate that they can carry their end of the load with reference to living their ideals.

(Dean Park then made some convention announcements)

Mr. McIntosh: Mr. Chairman, may I have a word? I presume the Deans want to continue their meeting and it is appropriate for we secretaries to retire now. Before we go, I want to express the appreciation and pleasure of the secretaries to be here. We value the opportunity of the secretaries to get better acquainted with the deans. I feel we all have the conviction that if we were able to meet more often and discuss things more frequently, we would be able to work in a much more satisfactory way. We do sincerely appreciate the opportunity of being with the deans and I hope the custom of having a joint session for a brief time during our meetings may be continued.

Thank you.

President Edmondson: Any further announcements? The meeting is adjourned.

Whereupon the Convention recessed.

On Thursday evening, April 27, the members of the Association were the guests of Ohio State University at its Annual Greek Night Banquet. The following was the main address of the evening, presented by Alvan E. Duerr, chairman of the Committee on Scholarship, National Interfraternity Conference.

AN ADDRESS DELIVERED TO THE FRATERNITY MEN AT OHIO
STATE UNIVERSITY GREEK NIGHT*By* ALVAN E. DUERR

I have known Dean Park and his able assistant, Dean Milligan, for a number of years. I have watched their work with fraternities, and for fraternities, with interest and admiration. And I am delighted to have this intimate glimpse of it if only for one short evening. In the East we have the feeling that you are making history here at Ohio State, that you are inaugurating a new era of co-operation between university and fraternities which will strengthen both immeasurably, and which may even point to new direction in the educational process. I hope that you undergraduates are doing your share in this splendid work with full appreciation of its significance to the fraternity cause throughout the country.

I don't need to tell you that it is no longer possible for any fraternity to exist independently. The strength of any one of you adds strength to all of you. The weakness or the failure of any one of you handicaps by so much the efforts of the rest of you, just as the bankruptcy of one of your number would impair to some extent the credit of your entire group. Your interests are identical, as are your problems; and there is, in my opinion, only one sound solution: co-operation of the highest order, and interfraternity comity with a single person—the welfare of your university, and the contribution which your fraternities can make to its objectives. Single handed you will accomplish little or nothing for either yourselves or your university; acting together you should become the greatest single constructive force in its undergraduate life. Einstein, the great mathematician and scientist, said in a recent interview that in his opinion the meaning of a people lies in this, that it achieves something for humanity. Paraphrasing that thought, we may say that the significance of a fraternity lies in its ability to achieve something of permanent value for its members, and to accomplish this it must strive consciously for the enrichment of their life and the ennoblement of their character.

You undergraduates have chosen an interesting time in which to make your start in life. People tell us that these are difficult times, and they are; but even more are they fascinating times for anyone who has a level head, an unconquerable spirit, and a compelling purpose that will carry him along unfalteringly. These are no times for the half-hearted, the weak-kneed, or the shifty. I believe that in the years immediately ahead of us America will be called on to face more revolutionary changes in her social and economic outlook than we have seen in our entire previous history. And ability, clearness of vision, a willingness to work, and a new spirit of unselfish consideration of our fellow men will be in demand as never before.

And starting with that thought, it isn't hard to reason back to what it is that the fraternity must achieve for its members, if it is to have real meaning in their lives. We could easily become sentimental about the fraternity; but much as we might enjoy that it would get us nowhere.

For sentimentality is such a fleeting emotion, and after it has passed, what is left? If we would build a great fraternity, if you undergraduates would build a great chapter for your fraternity, it must arise on a firmer foundation. If you would have real meaning in the lives of the men whom you initiate, and establish a relation which shall endure, you must give them something to take out into this world of chaos with them that will have permanent meaning, something which they will always find helpful, and always good.

We all enjoy the fine social contacts of fraternity life; we all cherish the rare friendships which our fraternity brings to us; for these are things of eternal value; and yet they are not the whole of life; we cannot go through life on social contacts, and we are unwilling to make use of our friendships for such a purpose. And, after all, to be assured of a reasonable measure of success, we must be able to stand on our own feet, especially in times like these. And that ought to be the idea that you have definitely fixed in your minds as you go through college; and to help your members to attain that objective, ought to be the underlying purpose of your chapter life.

The time has passed when the fraternity may hope to survive as a mere ornament of academic life; it must identify itself more closely with the objectives of our educational institutions. It must supplement more definitely the work of the college. For no man's education is complete without certain intangibles of inestimable value which no institution on earth can give him, and these are the things which the fraternity can help him to attain more readily than any other agency in college that I know of: that fine idealism which places personal worth, and honor, and self-respect ahead of any material advantage which may be achieved; a spirit of unselfish devotion to one's fellows; and a subordination of self to the interests of the group. Does this seem to you a bit impractical? I do not believe that it is. For if you will look at the leaders of Big Business, you will see that the men who have caught something of this spirit are becoming more and more the great forces in the business world, and those who have been pursuing a policy of ruthless self-interest in their mad pursuit of material wealth and power are gradually dropping out, one by one, into oblivion and even disgrace.

And so in our fraternity life let us continue to have good times; let us continue to form friendships as lasting as life itself; but let us add to these the final touch of creating in every chapter house in the country such an atmosphere that no man could possibly spend two or three years in it without becoming infinitely the more rugged a character, infinitely the more unselfish in his devotion to his fellows, and the less willing to thrive at the expense of others. Let us give our fraternities the reputation of building men of character. Let us make their names synonymous with all that is virile, and wholesome, and honest. We cannot expect a life time of devotion and loyalty from our members, unless we give them something that has a life time of value. Think of the devotion of your members, if they can come back to your chapter house twenty years from now, or even thirty and forty years, and still be able to say: This is where I first sensed the stature of real manhood; that ideal I have car-

ried through life with me, and I have found it good.

That, gentlemen, is my conception of what your fraternity and mine might mean to us, what it ought to mean to us. There is no organization in college which has a greater opportunity for constructive good, or a greater responsibility. You hold in your hands the making or breaking of the most precious thing in life—human character. I know that the fraternity men of Ohio State, under their present leadership, will not betray that trust.

THIRD SESSION

Friday Morning, April 28, 1933

President C. E. Edmondson, Presiding

Meeting Called to Order at 9:45 a. m.

President Edmondson: Gentlemen, I regret very much that Dean Scott Goodnight of Wisconsin was not able to come to the meeting. He had fully expected to come, had written to several of us that he would, and then there came a telegram that conditions had arisen which made it impossible for him to do so.

I was particularly anxious for Dean Goodnight to open up the discussion on this general topic of the "Relationship of the Depression to the College and the University." He has had a lot of experience in that particular thing. I had a letter full of vim and vigor from him telling about his troubles with bankrupt fraternities on the Wisconsin campus and other bankrupt organizations.

The general idea in presenting this topic was to get a line on the effect of the depression upon student life in the large university, then a paper on the same subject in a smaller institution, and wind it up by some statements concerning the responsibility of the university in the matter. In the absence of Dean Goodnight, I will call upon Dean Alderman of Beloit College, who will talk about the Relation of the Depression Upon Student Life.

The Relation of the Depression to Student Life

By WILLIAM E. ALDERMAN, Beloit College

There is a depression; colleges, at least, are painfully aware of its existence; and the students are as conscious of it as they are of cut systems, final examinations, and other inexorable evils. The general facts of the situation are so patent that I mistrust my ability to say anything wholly new or startlingly significant about them.

If the assignment permitted me to speculate as to the causes of and the cures for the present collapse, I might be interesting by becoming rabid or fanciful. But "the relation of the depression to student life" is actual rather than imaginative, and I must confine myself largely to facts that are as obvious to you as they are to me.

By way of approach to the subject it may be pertinent to observe that the impartial depression said a most emphatic "no" to many an eager prospect who normally would have entered college last September. Despite the unprecedented need, there was a sense in which it was actually difficult to give away money in the summer of 1932. Hundreds of worthy high school graduates who under usual circumstances would have needed no outside assistance found it impossible to enroll in the colleges of their choice, even with the aid of a scholarship grant. What they had to have was a complete subsidy, or a generous scholarship plus

a board-and-room job. The result was that many a college found itself minus a substantial percentage of those students who otherwise would have been a wholesome leven.

Many who did come came on a gamble. The proverbial financial shoe string that formerly had kept many students hanging on at a precarious dangle had been thinned out to a merest gossamer; and parents, students, and institutions were nervously conscious of the hazards involved.

Faced with the necessity of forfeiting the cherished dream of *sending* their children to college, many confused parents fell back on the only remaining generosity—that of *taking* them to college, and there leaving them to flounder in the lap of a supposedly benevolent institution that had begged them to come.

The serious face and shabby clothes that some parents had been wont to associate with “the unfortunate boy who had to work his way through college” took on a glorified aspect. Business was poor; banks had failed; investments were unproductive; hardship was in the air. Everyone was in the same uncomfortable boat. Menial work was now as honorable as it was scarce; and John and Mary might just as well “get a job” at school.

Deans and advisers listened patiently to the uneasy parents of impecunious newcomers. College treasurers and chairmen of scholarship and loan committees worked overtime granting extensions, arranging schedules for payments, accepting produce and promises in lieu of cash, and assuming financial risks backed by doubtful securities. Those in charge of the employment office worked until they were wan-eyed trying to unearth or create jobs that did not exist. College presidents compared enrollment figures with those of previous years, and thanked their stars that the shrinkage had been no larger and that their dormitories were so nearly filled. Those in charge of student enlistment accepted the felicitations of a reasonably cheerful faculty, and another college year was under way.

A period loaded so heavily at one end with uncertainty and uneasiness was certain to bring forth much that was new and disconcerting.

One of the inevitable by-products of the depression came out in connection with fraternity rushing. It mattered little whether the agreements provided for immediate or delayed pledging; the fact was that things were different. Whereas in the years of plenty the question with a large number of students had been “Which group shall I join?” the question now became “Can I afford to join at all?” Formerly very few coveted neophytes had either the desire or the courage to resist the legitimate or the specious arguments of zealous initiates. But now many who pledged hesitatingly or not at all were under the compulsion of an enforced frugality. Few situations can generate more tension in a fraternity school, both among alumni and undergraduates, than one in which groups are undermanned and financially uncomfortable. And the actual demise of a group that has bungled its affairs and is a victim of circumstances is a near calamity.

The opening to students of many new and ridiculously cheap rooms

in the most respectable and convenient of homes was another complicating element. The lure of them was too great for some indigent students, and even though they hated to do so they felt obliged to desert the fraternity house and move into the cheaper quarters. Manifestly this increased the burden on those who did remain, and that at a time when the whole question of a reduction was in the air.

In certain schools dormitory residence is obligatory upon all or a part of the students. At Beloit College, for instance, all girls and all freshman men who are not living at home or who are not working for their board and room must take their meals with the college and room in college halls. And so it came about most naturally that in college papers and in student meetings, as well as in letters from parents, there came vigorous suggestions to the effect that since cheaper rooms were available outside, the college either should allow its dormitories to be depopulated or should reduce its room rents; that since food stuffs were cheaper than they had been, the college should cut its price for board radically. The agitation extended to the tuition itself, which, it was argued, should be reduced commensurate with the scarcity of money and the curtailment of operating costs.

I mention these questionings not because they were raised in any capatious or carping spirit; they were both well-intentioned and inevitable. Eager students who had a premonition that their time of life in college halls was short most naturally raised issues that might, if settled in their favor, prolong their stay. And I must add to their everlasting credit that I have never seen them better mannered, less insistent, and more understanding than they were when few if any of their suggestions could be accepted. In many privately endowed institutions the investments in dormitories and dining halls was so large, the interest on bonded indebtedness was so constant, and the income from invested funds was so depleted, that the decision had to be made on a purely mercenary basis. If it were thought that reduced costs would bring enough students to equal or surpass, by their fees, the anticipated income, costs would be lowered. If, on the other hand, it were predicted that nothing much could lure many more students away to school, but that those who could afford to come at all would come anyway, the charges remained constant. Some schools have guessed one way, and some another. Only another September can tell which institutions have been wisest.

With us it seemed neither possible nor discreet to make a reduction that was more than a slight gesture. In maintaining its charges the college feels not only that it is serving itself but also that it is safeguarding the interests of the groups who have their own debts to amortize. It is quite possible that our upperclass men, living as the majority of them do in fraternity houses, have understood and have accepted the decision of the College because they in turn have problems to solve and interests to protect.

As was suggested earlier in this paper the problems demanding individual attention have been unusually numerous and perplexing. No sooner were colleges under way and needy students adjusted to their

routine than some of the room and board jobs, so essential to their continuance, began to evaporate under their very eyes. Here is a typical case: A boy who was so poor that he had to write back to his high school coach for some discarded athletic equipment to cover his needs in his physical education, was, through the effort of the employment bureau, given work in a down-town restaurant for his meals and in a home for his room. When, a few weeks later, his landlady could not pay her utility bills, her water and electricity were shut off; and when she could no longer buy coal for heat, the boy had to leave. As if this were not enough, the proprietor at the restaurant found one from the young unemployed who, in desperation, was willing to work nine hours a day, seven days a week, for his board and two dollars. The student, through no neglect or incompetency, was again a dependent. Within a few days after he was settled in a new home where he had a furnace job, his new landlady had a chance to rent the same room to two young men who would care for the furnace and pay her a small sum in addition. Naturally the student was again roomless. Another ambitious boy from the far west, who had hitch-hiked his way back to the college of his father, was reported to be living on one meal a day; and an investigation did not show the report to be much exaggerated. Other students whose hopes had been beyond justification had to surrender entirely. These cases are typical, I take it, of hundreds that could be brought forward out of the experience of this group.

One might continue in this vein with a mere rehearsal of the objective problems that have been the concern of all of us. But what have been their effects upon the student life of our institution?

It has been my experience that the personal extravagances of individuals have been noticeably curtailed. Everyone was aware that those who had been most comfortable were now painfully straightened; the few who could afford a swagger or parade had little desire to do so. A new and wholesome democracy seemed to be pervasive, and no committees or conferences were necessary to keep it alive.

With the expenditures of organized groups in the competitive social whirl of college life, it was somewhat different. No group really wanted to impoverish its members by its prodigality, but its future depended on its prestige, and it could not be outdone. Just how soon necessity and common sense would have brought about the inevitable retrenchment it is hard to say. But I do know that when representatives of all groups concerned were called together, and when a little administrative urge was applied, every one was greatly relieved at the thought of a graceful and a uniform curtailment. Electric alarm clocks were not necessary unless one's rival had given electric boudoir lamps. Anyway when college deficits were being increased because of increased financial grants to students, and when professors' salaries were being cut to help balance the budget, it was apparent that one's teachers could hardly be expected to be enthusiastic about cancelling their subscriptions to their favorite journals or remaining in ignorance of the latest book in their fields so that one could give a crested favor to his next "date." It was a relief, therefore, rather than a disappointment when all agreed that they could

have just as much wholesome fun from a certain number of relatively inexpensive parties as they could from the same number of elaborate splurges.

I have a haunting conviction that that discovery has been worth a large part of what it cost. Our social life had become absurdly extravagant. Bigger and better orchestras, elaborate programs, and decorations that were ever new and strange had become essential. Any diversion other than a dance was simply "dumb"; the art of self-entertainment was a moribund one. To have discovered that programs can be home-made, that orchestras can be smaller, that victrola and radio parties are a possibility, is almost a spiritual achievement. I have seen vague evidence, once or twice, that suggested that jazzmania was giving way to jig-saw-mania. When an old fashioned "taffy-pull" begins to show itself now and then on a sophisticated campus, one has a feeling that unless things get better soon, some group some place will revert to the innocent diversion of charades. I do not mean to advocate a return to that Arcadian simplicity in which dancers whistle their own tunes, but I have not been at all sorry to see students furnish some of their own music to themselves gratis, and as yet have not been panic-stricken over the clandestine gossip that would have it that some of them spent a pleasant evening playing old fashioned parlor games.

The effect of the depression on scholarship has been a bit confusing to me. Throughout the first part of the first semester fewer delinquencies than usual were reported. Our mid-semester probation list was unnaturally short. Almost everyone seemed to be industrious and conscientious. I anticipated, therefore, that the semester average would be perceptibly higher than usual. That such did not turn out to be the case may be accounted for in part by the fact that anxiety and outside work did impose themselves in unwonted ways upon many. It is without the support of statistics that I venture the statement that in intention, at least, we are more nearly a community of scholars than is our custom.

And what shall be said of discipline? No one but a novice would be dogmatic in this connection with commencement six or eight weeks in the offing. In this regard the year is always young until the last diploma has been given out to the last person whose name begins with Z. Who knows just what has happened since I left Wisconsin and since you left Alabama? By and large, however, it has been a relatively placid year. It is just possible that the depression has dulled the hearing and stimulated the charity of the faculty, and that it has increased the dissimulating powers of their students; I doubt it. It is hardly accidental that dormitories have been more easily managed, that self-government associations have been less active, that students have been more tractable, and that conduct has been more orthodox. Youth has a way of maturing rapidly when it is faced with sobering responsibilities. The present student generation has, in many ways, passed quickly out of, if not over, its teens.

Just here, in closing, it may be well to remind ourselves that the birthright of youth is joyfulness. If that were to be exchanged for a premature seriousness, the bargain would be a sorry one indeed. Less

extravagance must not mean less genuine fun. College students, just as slum urchins, must not be deprived of their normal adolescence. They must come to themselves by experiencing, not omitting the exuberance of spring time. This may seem to be a strange reminder to men who have been irked by the irrespressibleness and tormented by the resourcefulness of college students. But I repeat it in all earnestness, that in hectic times like these, those of us who are advisers to men and the directors of their outlets, must see to it that as they prepare themselves to inherit and correct the terrible bunglings of their elders, they are not so scarred by the deprivations, worries, and sinister discontents of their four precious college years that they will go out to their tasks without hopefulness and zest.

President Edmondson: Before we have any discussion on this topic, we will continue with the formal part. I will call upon Dean Lancaster of Alabama.

Effects of the Depression Upon Student Life

By D. S. LANCASTER, University of Alabama

Gilbert Seldes in his recently published book, *The Years of the Locust—1929-32*, quotes Dr. Suzzallo of the Carnegie Foundation as follows: "Before making lawyers, doctors, and engineers of our boys, our educational institutions should try to find out whether there is a reasonable chance of their finding an opportunity to work." In other words, he advocates finding the market before producing the goods. Mr. Seldes adds: "Criticism today assumes that the work is lacking, with the implication that colleges might as well go back to Latin, Greek, and Medieval Logic, and limit themselves to a few students."

I have referred to these statements because student after student has raised the question during the past several years as to whether, after all, the time and money expended at college is worth while under the difficult conditions imposed by the depression. We as educators doubtless are united in the conviction that college training is very much worth while. We are convinced that the training received does, in the main, result in clear, logical thinking, even in those courses that from the student viewpoint may have little so-called "practical value."

On the other hand, our colleges during periods of prosperity have undoubtedly added courses and have undertaken work the value of which may be subject at least to serious question as to permanent values. Perhaps the questioning of our students coming as a result of the depression, with its financial stress and strain, may bring about a self analysis in the colleges that may place proper emphasis upon eternal values, and may result in a curriculum that is sounder and in teaching that is more effective than that offered for years past.

As a result of the depression, students are thinking more critically of the value to them of the college program; they are raising questions as to the effectiveness of the teaching; they are taking college training more seriously—all of which demonstrates quite conclusively that the depression may not be an unmixed evil.

There is some evidence of increased interest in non-professional, non-vocational courses. Perhaps this is due to a realization that after all there is much of value in life that will contribute to ultimate happiness and that cannot be bought and paid for with money; much that can be secured through study and training that has no definite connection with training for money-making, but rather that is secured through training in how to live effectively and happily.

Naturally my observations are limited in the main to the effects of the depression upon students at my own institution, Alabama. We have had for several years past, a student enrollment of slightly under 5,000—approximately 3,800 men and 900 to 1,000 women. As 45 per cent of our students come from other states and from all sections of the country, conditions at Alabama should reflect with fair accuracy those existing elsewhere.

There has been a definite decrease in enrollment for several years past at most institutions, I believe. Alabama had an increase of approximately 15 per cent in 1930-31 and again in '31-'32. This session, however, the enrollment is the same as for the preceding session. The fact that Alabama's enrollment has held up quite well is doubtless due to the low cost of living at the institution. This, in turn, means that the average Alabama student has come from a home in which the income was small. Therefore, our depression problems are no less acute than in those colleges in which costs of living are higher but students receive more liberal support.

An analysis of the enrollment shows that upper-classmen constitute 73 per cent of the entire student body as contrasted with 68 per cent in 1928-29. New students constitute 27 per cent as compared with 32 per cent in 1928-29. (The general effect of this shift has given greater stability and more seriousness of purpose to the entire group). This increase in the number of former students returning may be explained by the inability of graduates and upper-classmen to secure employment—hence every sacrifice is made to continue their education rather than mark time at home. There are unquestionably then fewer students registered who are attending college because it is "the thing to do." This again has created a purposeful attitude among those enrolled.

On the other hand, the necessity for doing outside work to meet expenses and the worry connected with ways and means of securing even minimum support has in many cases resulted in a lower grade of work on the part of students, and large numbers have been forced to resign during the year. There has been an unprecedented demand for jobs and scholarships. Many students have been forced to live on two meals a day and these meals at the lowest priced boarding places. The sacrifices made bear witness to the sincere desire for an education at almost any cost.

The effect of the depression upon the fraternity situation is worthy of note. In all, too many fraternity members have been carried by their fellow members. Board bills have grown large. This sort of brotherly kindness and consideration is not true kindness. It invariably results in hard feelings among those students who carry the load made heavier

by their delinquent brothers. The fraternity chapter has lost its sound financial rating, boys have been encouraged to neglect financial obligations. On the other hand there are many instances of chapters that have realized the necessity for careful financial management, and as a result have weathered the storm in good shape and have replaced an easy-going type of management with efficient bookkeeping and sound procedures. My observations indicate that at this time fraternities have suffered financially but have learned lessons that give promise of building a sounder financial structure for future years.

And what of the effect of the depression upon scholarship? In the year 1927-28 approximately four per cent of the student body at Alabama made the "Honor Roll." The men's average for that year was 1.14759. In 1931-32, approximately the same percentage of the student body made the Honor Roll but the all men's average was 1.28178. This is clear evidence of the general increase in seriousness of purpose among the undergraduate student body.

Fraternity scholarship has improved steadily. Fraternity averages for the first semester of each year have been as follows: 1928-29, 1.10493; 1929-30, 1.11992; 1930-31, 1.27192; 1931-32, 1.32591; 1932-33, 1.468323. In other words, during a five-year period fraternity scholarship has increased from 1.10493 to 1.468323, or a gain of .346. Among 32 fraternities, one that stood first in 1928-29 would have stood only fourteenth in 1932-33. No longer can it be said with assurance that fraternity houses are merely centers of social activity. In 1928-29 our men's average was 1.147 while the fraternity average was down to 1.104, whereas in 1932-33 the men's average is 1.2817 (higher than in 1928-29), but the fraternity average has gone up to 1.468.

Turning aside from questions of scholarship, perhaps we may consider profitably certain other tendencies that have been noticeable especially these past two years. Prior to 1929-30, the University requirement of two years of military training had been responsible for the student presenting every possible argument to show cause why he must not "take military." Reasons ranged from physical disability (not detected by the medical staff) to conscientious objections based upon the religion of the parents. Strange as it may seem the depression seems to have improved the health and physique of all students and has done away with most of the objections raised on account of religion! Only a few cases of any consequence this year have indicated that students are really objecting to military training. One or two have not had the funds to pay for the uniform, a few others seem chronically opposed to taking any form of exercise. On the contrary a number of students have made light of physical infirmities of one sort or another and begged to be allowed to take the military training. Again there has been a greater demand than ever before for admission to the advanced R. O. T. C. program for the third and fourth years. Since there is definite financial remuneration for this advanced training in military, the reasons for the increased demand for admission are quite obvious. This same matter of pay has no doubt been one of the reasons for the willingness of even the freshmen to take the military training, even though the first pay day is

two years in the future. Furthermore, the cost of the uniform is small, and there is a saving in the clothing bill. The greater seriousness of purpose on the part of the entire student body has no doubt had its effect.

Student "racketeering" has played a less important part in campus life than was the case in the years of plenty! The answer is simple. The returns from a racket are too uncertain to warrant the time and effort. It is no longer a question of how large the profits will be from operating college publications, dances, etc., but it is one of whether there will be a profit at all or how heavy a loss must be sustained. This situation in turn has lessened the amount of interest displayed in student politics. At Alabama this year there have been fewer candidates for office than for years past, with no opposition at all in one or two races. This has been true even with those student offices which have in past years been paying propositions. Perhaps it does not speak well for our students of recent years that there seems to be little interest in student government and student activities because there is no longer the incentive that comes from the prospect of money profits. Whatever the motive, racketeering has practically ceased.

At Alabama there are dormitories that accommodate between four and five hundred men. Rooms in these dormitories rent for less than in fraternity houses. Prior to the past two or three years, notably prior to this year, few fraternity members have roomed in the dormitories. At present a considerable number of fraternity men are living in these dormitories. Included in this number are many leaders in fraternity life. To a considerable extent the contacts thus brought about have furthered a better understanding and a spirit of harmony between the fraternity and non-fraternity groups on the campus.

Certain interesting changes in student practices throw a good deal of light on the change of attitude toward what is now considered "the thing to do." Not long ago a girl student would not walk to a dance or to a picture show, or to church. A private car or a taxi must be provided. (Even this inducement would not always get them to church). As a result, "having a date" meant the expenditure of several dollars in the course of an evening. The situation is different today. Couples are walking to dances and to shows and to church. In fact there has been a great revival of interest in walking into the country on Sunday afternoons and even at other times. Where distances to and from entertainments are too great, there is no hesitation about calling a "dime taxi" or even riding on the street car.

The depression may be credited with other outstanding accomplishments—notably a greatly increased interest in intramural sports. Large numbers of students who formerly spent their afternoons in picture shows or riding in cars, may be seen on the campus engaged in baseball, tennis, track, touch football, basketball, lacrosse, etc. The effect upon the mental and physical health and general attitude of the student body is apparent.

The general library and the various departmental libraries are crowded with students at all hours for general reading as well as for

assigned work. This is true of the reading room in the Union which has been used as never before.

Church attendance has increased both at the regular services and at the special group meetings for students and other young people. This is but another evidence of a revival of interest in things worth while.

I have pointed out some of the good things that have come to us as by-products of the depression.

Opinion is somewhat divided about the question of drinking. There has been less drinking at public functions, and at least there is no reason to believe that there has been an increase in private drinking (if such a thing as *private* drinking exists among college students). Generally speaking, I can detect no marked change in regard to morals.

We have passed through a money-mad era. Our students have emulated the examples of their elders. There are now evidences of an increasing appreciation for things that cannot be bought with money.

It is to be hoped that we are to have a new deal, both in and out of college.

Student behavior has been quite satisfactory. Even the city police have been loud in their praise of the situation! The majority of police cases have been concerned with failure to meet financial obligations.

I do not wish to imply that the millennium has arrived. Deans of Men are not ready to give up their jobs. There are problems in abundance left to be tackled. However, the depression, in my humble judgment, has brought about improvement, spiritually and mentally, if not financially.

For a while it may become our privilege to devote our talents, such as they are, to advising and counselling with our students and to postpone some of our disciplinary duties until the depression is over.

President Edmondson: In order to get some notion on the matter of employment for college graduates, I asked Mr. Greenleaf of the United States Bureau of Education to give us a report dealing with the facts that he had accumulated on this general topic. I had a letter from Mr. Greenleaf saying that he would be here, that the commissioner had granted him expense money, and then yesterday another letter saying that the commissioner had cancelled all traveling expenses, including his, therefore he could not come. However, he did send a paper with the observations that he had to make on the subject. This necessarily contains a good many tables, data, which are rather difficult in a spoken message, are better for reading purposes. I have asked Dean Stephens to read this paper from Mr. Greenleaf on the subject of "The Relationship of the Depression Beyond the Walls of the College and University."

Dean G. W. Stephens, Washington University, then read the following address:

Beyond the Walls of the College and the University

By WALTER J. GREENLEAF, Specialist in Higher Education
U. S. Office of Education, Washington, D. C.

What occupations do college men and women enter after leaving college? While no complete survey has ever been made of alumni, there are several methods of estimating the work which college graduates take up. First, consider the types of higher educational institutions. The **EDUCATIONAL DIRECTORY** for 1933 classifies higher educational institutions as: (1) Colleges and universities which are four-year institutions and offer liberal arts courses; (2) professional schools which train students in law, medicine, dentistry, etc., but do not offer liberal arts; (3) teachers colleges; (4) normal schools; and (5) junior colleges. Normal schools and junior colleges are of the two-year type with a few exceptions where the course is three years.

Every two years the Office of Education collects statistics from these institutions regarding their finances, enrollments and degrees. For the purpose of the study, the degrees granted in 1929-30 (latest available data) are important to determine what the college graduates will do for life work.

All earned degrees, that is bachelor's degrees, professional degrees, and graduate degrees granted to both men and women (1929-30) totaled 139,181, and in addition there were 49,227 students who graduated from the normal schools with diplomas or certificates to teach. Omitting the normal school graduates and considering only earned degrees, men students earned three out of every five granted, and women students earned two out of five.

Over half of the degrees were earned in arts and science subjects (51%) which means that one-half of the graduates of colleges and universities will take up a variety of occupations not specialized or vocationalized. That is, about 71,000 students who graduated two years ago presumably entered whatever work was available, or took up graduate work in the universities, perhaps specializing for particular work, or went into teaching. Normally about 45 per cent of the students of arts and science colleges enter teaching; estimating with this percentage, about 32,000 arts and science graduates two years ago went into teaching without majoring in education or attending a teachers college.

The next large group of graduates was in education. Combining all degrees in education and physical education awarded in the colleges and universities, in the teachers colleges (21,427) about 15.4 per cent of 1930 graduates were qualified as teachers. In other words, about 30 per cent of all 1930 graduates engaged in teaching if we include the estimate for arts and science.

Turning to the professions, engineering (7.1%) headed the list of degrees, followed by law (6.7%), commercial training (4.9%), medicine (3.5%), agriculture (2%), pharmacy (1.9½), home economics (1.6%), dentistry (1.2%), theology (1.1%), and music (1%). Graduates in these

subjects are specialized and have a means of livelihood; they represent another 30 per cent of all 1930 graduates.

Degrees awarded in other specialized subjects included: Architecture (.5%), journalism (.4%), library science (.3%), fine arts (.3%), osteopathy (.2%), social work (.1%), nursing (.1%), secretarial work (.1%), and miscellaneous non-specialized subjects (.5%).

To summarize: Out of the 1930 graduates of all higher educational institutions 30 per cent entered teaching, 30 per cent entered the well known professions, 7 per cent entered minor professions, and 32 per cent were not specialized.

Since teaching is a major occupation with college graduates, what are some of the features of attraction? Probably one dominant factor is the relatively high initial salary. A graduate recently out of college can in his first year make more money teaching than by entering other employment. In the Survey now being completed at the Office of Education, the National Survey of the Education of Teachers—tabulations show that median salaries for the year 1930-31 for teachers in junior high schools and senior high schools varies as follows according to different localities:

Median Salaries 1930-31		
Junior High School:	Men teachers	Women teachers
9 months basis	\$1120-\$1875	\$ 921-\$1600
10 months basis	1563- 2428	1375- 2422
Senior High School:		
9 months basis	\$1342-\$2050	\$1057-\$1850
10 months basis	1838- 2943	1407- 2808

College administrators' salaries (medians) vary for president from \$3,350 in denominational junior colleges to \$9,550 in State colleges and universities; registrars received from \$2,475 in denominational colleges to \$3,800 in State universities. Likewise the deans of colleges, deans of men, and deans of women received salaries from \$2,575 to \$5,650, the larger compensation in State universities.

College faculty salaries were studied in 1932-33. Median salaries for professors and instructors only are shown as follows:

	Professors	Instructors
Land-grant colleges and universities	\$4,000	\$1,895
Other State colleges	3,600	1,800
Privately-controlled colleges	2,870	1,700
State teachers colleges	3,100	2,000

Teachers colleges have felt the cuts in salaries less than other types of institutions. In all types of institutions the median cut in salaries for the past year in all institutions that have been cut has been 10 per cent, but many have reduced expenditures by means other than cutting salaries, particularly where an institution is not overburdened with an expensive plant.

Aside from the salary question, teaching is one of the most desirable occupations for women, due to flexible hours of work, superior social

environment, adequate vacation periods, and security of tenure. For the man who enters this field, teaching offers adequate salary for a few years, probably equal to the average received in other vocations for similar experience, but unless he is outstanding in the field, later increases may not be expected equal to the average in business and professions.

Engineering, the next largest occupation for which colleges train students, has many ramifications, electrical, civil, and mechanical phases being the most popular at present. In normal years probably half of the first positions which graduates enter were obtained through college agencies or solicitation of an employer. No recent salary studies are available, but a few years ago electrical engineers averaged \$3,600, mechanical engineers, \$4,300, and civil engineers \$4,100. The engineering profession has been seriously hit by the depression along with many others of the more practical occupations, and unemployment has been a problem not only with college alumni but with new graduates seeking their first jobs. Massachusetts Institute of Technology has recently make an interesting study of "How Salaries of College Graduates Behave." The study reveals the profile of the financially successful college graduate as that of "a good mixer, sought out by social and honorary fraternities; proficient both in classroom and extra-curricular activities, especially those calling for managerial talents, and keen enough to secure a job in a growing and remunerative industry and to work into an executive position."

Law follows next in order of frequency. The legal profession is already overcrowded but despite the fact 9,261 students in 1930 received degrees in law. A large proportion of these students will never practice law, but will enter business or politics where their training will be an advantage. Less than half will be able to pass State examinations. It is a well known fact that the first year or two in legal practice is a starvation period until the young lawyer becomes established. The American Bar Association has been active in promoting the legal profession and standardizing training.

Commerce and business specialties are of next importance with nearly 7,000 graduates in 1930. Enrollments in the commercial courses in the colleges have increased four and one-half times in the past 12 years. Graduates enter a variety of business and commercial pursuits which include accountancy, management, marketing, advertising, banking, foreign trade, public utilities, real estate, transportation, commerce, insurance, etc. Business executives are seldom required to be college graduates. In a recent study of 1,000 leading bankers, only three out of 10 had ever attended college. Initial salaries will not average over \$1,800 annually, but the college man has the advantage over the non-college man after a few years. While large salaries are often thought of in connection with business executives, probably relatively few college graduates receive such salaries until after many years of experience and apprenticeship.

Medicine with 3½ per cent of 1930 college graduates is next in order. While there is about one doctor to every 800 inhabitants in the United States, the number of doctors is not increasing as rapidly as the population. One-fourth of the doctors are *interested* in specialties, and one-

eight *are* specialists. The income of doctors is often written in the headlines as the highest of any of the professions. Their *net* incomes (based on R. G. Leland's study, 1931) are averaged at \$5,250, however, annually. New graduates in medicine often specialize at once without reference to general practice; half of the 1920 graduates in medicine who become specialists by 1926, have had no general practice, but entered upon specialties which include eye, ear, nose and throat, surgery, neuropsychiatry, laboratory, and public health in the United States. The medical schools have been standardized and enrollments limited.

Pharmacy, with 1.9 per cent of graduates in 1930, depends on the colleges to prepare pharmacists to conduct pharmacies, to prepare, compound, distribute, and dispense drugs and medicines, including narcotics, poisons, and alcoholic liquors. Most of the college graduates in pharmacy enter pharmacies and drug stores where they become proprietors, managers, assistants, chemists, and research workers. Their salaries are usually from \$40 to \$65 per week.

Agriculture including forestry and veterinary medicine claimed 2 per cent of the 1930 graduates. Whether farm students attend the agricultural colleges to prepare for farming, or to equip themselves to leave the farm is debatable. Much depends on economic conditions if students choose agriculture as a major when they enter college. Median incomes of a group of 47 graduates out of college two years was \$1,219 while for a group out 20 years, \$3,333 was figured. Investment and income depends upon the type of farming pursued, soil, climate, market, and facilities for marketing, money and labor.

Home economics claimed 1.6 per cent of all 1930 degrees. The awards were made with a single exception to women. Home economics women go into teaching more than any other field. There are, however, large numbers in business, sales promotion, with manufacturers of household goods and appliances, in institutional administration, hotels, and hospitals, and in a variety of other services. A trained demonstrator may earn as much as \$250 and expenses per month; a hospital dietitian may expect from \$1,300 to \$1,650 with maintenance.

Dentistry (with 1.2 per cent of the 1930 graduates) is a growing profession. Statutory requirements in all States provide that dentists applying for licenses must show graduation from a reputable dental school. In a recent study the median net incomes of 5,500 dentists was \$4,000.

Theology took 1.1 per cent of 1930 graduates. In Crawford and Clements study—"The ministry should not be considered as a job, but as a vocation, in the true sense of the word. Only those who are truly conscious of the 'call' to the ministry should consider it as a life work. The 'call' need not be some mystical experience, but a reasoned conviction that the greatest need of human society is for Christian beliefs and ideals, that one would prefer to spend his life in supplying this urgent need, and that the opinions of others and his own judgment lead to the conclusion that he may possess the requisite gifts for this service." Salaries may vary from \$1,000 to \$10,000 with a median perhaps around \$2,000, but these figures are only estimates which take into account current salary cuts.

Music also took one per cent of the 1930 graduates. These graduates probably entered teaching largely either privately or in public school work.

A large variety of other occupations claimed a relatively small portion of the 1930 graduates.

Many colleges have made more or less extensive studies of the occupations of their alumni, while others have neglected their alumni entirely. An interesting and useful study such as was attempted in the survey of land-grant colleges could be made of the occupations of living college graduates but no such study has been made, and the effort required to make such a study even through the cooperation of the various colleges would be a big risk. Probably a coordination of studies already made in different colleges could be brought about with some degree of accuracy.

With the above picture of what recent graduates are supposedly doing when they leave college, let us consider a single individual a few years out of college.

To adapt to a new environment after graduation from college is a more serious adjustment for him than when he left home to go to college. He must now produce in order to live. He must be worth his salary or he will be out of a job, and in the present crisis he may be out of a job through no fault of his own. His promotions, no longer based on credits and points, come slowly and irregularly. He may feel overtrained for his first job, but nevertheless he must carry out the policies of his employer and learn the job at hand before progress is made. He finds the school of experience more exacting than the professional school. His living standard is lowered because he finds it necessary to live within his beginning salary, and this usually means the contrast between attractive dormitories or club houses and inexpensive hall bed rooms near work. Because his social acquaintances are widely scattered, he must cultivate entirely new friendships. If he has been active in college sports, he will find time for tennis, golf, and swimming, but as time goes on, he is more likely to develop into a good bridge player or take up some other indoor games which are less time consuming. After a period of saving he will establish a home. In short, he graduates from college to join the hurrying 9 o'clock procession of wage earners, and after a routine day returns homeward through crowds and traffic a typical tired business man. He has learned in the economic depression that a college degree does not not necessarily mean a living, and he probably once labored under this delusion.

The college of the future will assist its students more than in the past. Guidance both educational and vocational will be introduced in all of the higher educational institutions. Efforts will be made to steer students away from occupations which are already overcrowded as teaching. Many colleges which in the past have aimed to train students "how to live" will give more attention to "how to make a living." Parents and college students expect both points of view.

President Edmondson: Dean Tolbert, will you continue with your ideas of the responsibility of the University?

The Responsibility of the University

By B. A. TOLBERT, University of Florida

The question of the "Responsibility of the University," in discussing its relationship to the depression admits of many lines of approach. The method of discussion depends pretty largely on the preposition used. If it is the responsibility of the university *for* the depression, we have one method of attack, however, we trust that no such preposition was intended; rather we assume that the intent is to discuss the responsibility of the university *in* the depression. Last year a very interesting and largely attended conference was held in which the general topic, "The Responsibility of the University to the Social Order," was discussed at great length. Many of the leading thinkers of our nation made contributions to this discussion. Much weight seemed to be given to the question of the curriculum offerings. One school of thought seemed to feel that present conditions could be met by returning to the academic traditions in university curricula and thus restricting the curriculum offerings to those traditional subjects which had that vague thing, general culture, in mind. This idea was well expressed by one member who seemed to feel that cut salaries and limited equipment were occasioned very largely by the efforts of the universities to offer too many by-paths in educational experience. As he expressed it: "We are living in mediocrity and dreaming of excellence. This is caused largely by an a la carte service of delicatessen foods rather than a restricted diet of fundamentals." He charged that we are overstocking the market with too many teachers, lawyers, engineers, doctors, pharmacists, dentists, journalists, librarians, etc., who are merely trained and not educated.

On the other hand there are those who believe that, especially in this depression, the responsibility of the universities is to train more technicians and to give more training which has commercial value, however, we find pretty generally in most of the discussions the idea that universities should certainly insist on thorough training in knowledge of governmental matters, knowledge of economics, knowledge of tariffs and knowledge of international relationships. However, when one realizes that for the past seventy years the leading economists of America have taught and insisted on, both in season and out of season, the fallacy of high tariffs with the apparent effect that American tariffs in particular and very recently the tariffs of practically all nations have steadily increased, one questions the influence of mere teaching. In almost every crisis some class or occupation is blamed rather definitely for the undesirable situation. A few years ago it was customary to blame practically all unsatisfactory things on politicians; in this depression the bankers seem to have come in for the principal part of the maledictions. Several days ago there appeared an article, evidently from some advocate of higher education who proved to his own satisfaction that a very small percentage of bankers had received very much college training, so according to his argument, in spite of the vicious attacks of certain magazine editors and of some organized bodies, the schools could not be held responsible for the present depression. Be that as it may, we have the depression,

and as public institutions supported by taxation and public bequests we cannot escape responsibility for dealing with it.

It is generally accepted that colleges and universities are intended to serve a three-fold purpose:

1. To promote inquiry and advance the sum of human knowledge.
2. To provide general instruction to the students.
3. To develop experts in various branches for the public service.

We are primarily concerned with the part that the dean of men plays in carrying out or attaining these objectives. Recently a very interesting article appeared in *SCHOOL AND SOCIETY* relative to the justification of the office of the dean of men. The gist of this argument was that this officer is largely responsible for the morale and spirit of the student body. Since it is pretty generally agreed on all sides that the primary factor in the present depression is that of fear and lack of confidence, in other words, the morale of the nation, it might be argued that we need a dean of men for the nation as a whole. Should we accept the hypothesis that low morale is an important factor in the present depression and since the college community is largely a cross section of the community as a whole and it influences the spirit of the community, and if we further accept the hypothesis that the dean of men is responsible for the morale of the college campus, we inevitably arrive at the conclusion that the dean of men is the key man in the college community in the university's activity in meeting the conditions imposed by the depression. Your speaker has questioned representatives of a number of groups along this line. Among those questioned have been undergraduates, young people who have graduated within the past two or three years and are now working, college professors, business and professional men. The general opinion of these groups is that the following problems are within the sphere of influences of the dean of men and their solution will constitute a worthwhile line of activity for that officer:

1. The selection of students.
2. A more careful supervision of the selection of courses on the part of students.
3. Sympathetic and intelligent cooperation with students and their attempts to solve financial and academic problems.
4. An attempt to aid students in a re-evaluation of the real reasons for a college education.
5. Improvement of college teaching.

Some of these problems are undoubtedly a bit vague, however, all of them seem to have a very definite bearing on the problem in hand.

(1) The question of student selection has been discussed by almost every organization having to do with university administration. It is mentioned here principally because in most colleges the dean of men is having more and more to do with this phase. If we are to improve the morale of the campus, we must devote a good bit of our time and thought to the selection of students who may profit by and who will be happy in university environment. More of the type of work now being done in Minnesota and Iowa in giving tests and evaluating records of high school students, and in giving them information as to the probability of their

academic success should be done. All of us have found very close correlation between the record of the student in high school and college success, especially when the whole record of the student, both from a curricular and extra-curricular standpoint is taken into consideration. We have further found close correlation between records made on various standardized tests and college success. Undoubtedly a large number of men on the campus who are not fitted either temperamentally or from a standpoint of training for college work is exceedingly detrimental to the morale of the campus. It is always unfortunate for a young person to attempt to do something for which failure is almost foredoomed. Then too, the question of selection from the standpoint of financial ability is important. We are seriously handicapped in handling this phase of the matter because of the very considerable number of students who in past years have apparently done the impossible in putting themselves through college under tremendous financial handicaps. However, under present economic conditions with university budgets so cut that jobs around the campus are exceedingly scarce and with the tendency of commercial and industrial concerns to reduce both the salaries and the number of employees, working one's way through college is a far more difficult job than it was a few years ago. A student harassed by financial worries and in many instances by actual hunger is, generally speaking, in no fit frame of mind to make any contribution to the morale of the student body.

(2) It frequently happens that students are steered into wrong courses through the influence of friends, parents, or even college instructors. In practically every university there is machinery for determining to a certain extent the interests and abilities of students. If this machinery could be made to function so that students very early in their college careers could select courses in which they could find success and enjoyment, much dissatisfaction would disappear. All of us have found men attempting to specialize in various fields thoroughly unsuited to them. In many instances even a superficial study of the student would have enabled university authorities to aid him in a far more satisfactory selection of courses. Of course it would be an excellent idea to have these studies made during the student's high school residence; this, however, is generally impractical. Quite a number of institutions are now trying the plan of a one or two-year general course before much specialization is permitted. The content of this preliminary course is exceedingly important. Most of us cannot agree that a two-year grind in the traditional subjects would put a student much further forward in his ability to make an intelligent choice. A plan of this kind does not involve any extra expense—in many instances it would save money. If the best instructors of the university are used and the content of such courses carefully planned and a real study made of the individual undergoing such preliminary training, much happiness and satisfaction would be achieved by a large number of students.

(3) The question of financial assistance will probably be handled thoroughly in other papers on this topic. As was pointed out above, jobs and loans have well-nigh ceased to exist. Some institutions are doing

an excellent work in encouraging cooperative boarding houses. We have one such organization on our campus which is working very well indeed on a small scale. This is a proposition which should be gone into very carefully before it is attempted on a large scale. Another phase of financial help has to do with the fraternities. These groups can be helped very definitely with advice as to over-enthusiasm in purchasing, as to ambitious social programs, and especially as to dues which go to national headquarters. In many instances these dues have been considerably reduced, but there is still room for a large amount of improvement. We have been somewhat afflicted on our campus with a large number of so-called honorary and professional societies all of which have initiation fees and most of them have dues. While the objectives of practically all are good, one cannot keep from wondering whether some organizations of this kind are not primarily for the purpose of selling keys and collecting initiation fees.

(4) We believe that the morale of college men can in many instances be raised and that the dean of men's office can afford great help if a definite attempt is made to aid students in re-evaluating the aims and objectives of a college course. All of us have seen in the past few years college-trained men holding down jobs such as truck driving, filling-station operating, and even as day laborers on railroads and public highways. There has been a tendency on the part of many people to say that in cases of this kind, college training was wasted. We have all received letters from prospective students and parents indicating that their main reason for desiring a college education for themselves or for their children is its commercial value. Of course under normal circumstances college training does increase one's earning power, and, *generally speaking*, society can use to an advantage men who have been properly trained. We need to help the students re-evaluate the worth of real college training. While one of the jobs of the university is certainly to prepare experts for the various branches of the public service, another and probably more important duty is that of providing general instructions for the students. We should help the students see that even though their college training is not immediately or even ultimately "coinable" in a financial way, it is well worth while. In many cases we have lost sight of this and are guilty of the charges of too much specific training and too many trade school methods. The dean of men in the intimate contacts which he must have with the student body has an excellent opportunity to help in this re-evaluation.

(5) Much thought has been given to the question of improvement of college teaching. The American Association of University Professors has had some able committees working on this matter and these committees have made some excellent reports. While deans of men cannot have very much to say about this in a direct way, still we must realize that the type of teaching done has a very definite effect on the morale of the student body, and we are holding that the dean of men is responsible for this morale. After all, so far as deans of men are concerned, teaching is the university's principal job. Research affects our work in a far more remote way than the work actually done in the classroom.

It is generally true that the great teacher on any campus has far less opportunity for promotion than has the man who is primarily interested in research. Generally speaking, promotions within a faculty come because a man has been offered a better job somewhere else. This offer is frequently occasioned by a worth while piece of research, or he has written a book. We all agree that this is manifestly unfair. It is very probable that in most instances the dean of men is in a better position than anyone else to locate the good teacher on the campus. It is also very probable that the dean of men will have opportunities to speak well of the work of these men who are doing the type of teaching which really adds to the student's equipment for life. It would seem then that these teachers who are performing the teaching job with a marked degree of success should have the support on all occasions of the dean of men. And it would seem further that the dean of men should lose no opportunity to bring to the attention of the administrative bodies of the university such a man.

In summing up, the dean of men is responsible for the morale of the student body. Lack of morale is largely responsible for the present depression. One of the responsibilities of the university then would be the improvement of the morale of the student body. The morale of the students to a large extent depends on the sincerity and the intelligence of the officers of the university in directing their work and activities during their stay with us. These young people believe that in some way college training will enable them to meet the issues of life. They have been led to believe that success in the activities which we assign to them will mean later success in its highest sense. Sherman Conrad well expresses their challenge to us:

"I've brought to you the molten treasure
Of my mind to cast and mould into some currency
Of greater worth.
I've bound the wandering ways of youth
Down to the hard conformity of books.
I set my eyes upon the words of Greece and Rome
To cipher out the cadences of song that gave
To all the world a flowering lyric heritage.
I learn the myths of Nordic gods and strive to find
A door to high Valhalla.
Euclid's magic mixes with the poetry that cries
A want of one dark lady's love.
But you have promised thus: One day this metal
That you pour all base and crude into the crucible
Of study, shall come forth a precious, glittering coinage,
A loveliness and satisfaction within your weary hands.

Well, mark you this, I've trusted you,
My youth and faith are yours; I keep the pact.
See to it that you've told the truth."

President Edmondson: That completes the formal part of the program on this topic. It is now open for discussion.

Manchester, Kent: Mr. Chairman, my name is Manchester, from Kent. I know that you will immediately ask yourselves, "Who in the heck is he and where is Kent?" Well, I will try to outline briefly just where Kent is.

I would like to ask a question at this time, in the hope that out of the discussion, I may get an answer that will help me. I always get so much from meetings of this kind I feel somewhat embarrassed because of my own enthusiasm. You remember the old story of the colored lady who was put out of church because the usher said that was no place to get religion. But I get religion when I talk with you men and I get to feeling that as a dean of men I am very important. Then I start home and by the time I get to the campus, I am just an over-worked, tired school teacher and my problems sometimes continue.

I would like to say this about our institution. It was organized about twenty years ago as a teachers college and we had very largely a college of women. Three years ago the Arts college was established and this June we graduated our first class. The number of men has been increasing steadily and my problems are those of creation. I have the problem of establishing and building the new organization.

As far as the depression is concerned, we have always been in a depression at Kent as far as the men are concerned. This is well illustrated in our football experience. When I went to the institution in 1920, we had one game scheduled that year. One of our teachers played half back, the business manager played guard. We practiced all the year and lost the game. After twelve years, we made our first touchdown. The papers of Ohio had a good deal of fun with us because we couldn't make a touchdown. Two years after that, we won our first game. Now, we are just emerging, getting into the field of athletics.

Just recently, two or three years ago, we were given full standing in the North Central as an Arts college. So you see my problems are problems that some of you do not have and that is why I am standing before you just now in the hope that out of the discussion I may receive suggestions as to how I can best work with the student body.

My problem is different in this regard: Some of you have eighty or ninety per cent of your men in fraternities; I have about 25 per cent in and about 75 per cent out. The fact that many of the institutions in Ohio are old and well established institutions causes the best men in the high schools to go to these other institutions. We get those who, for reasons, can't go to the older and better institutions. We have the problem of handling a large number of men who are not fraternity men, who have no preparation in thought as to fraternity life or college life.

My problem then is that of handling a large number of men, coming from farms, small towns, places where the social graces are perhaps not thought of very much. They come in and I have to do what I can to give them the things suggested yesterday, that is, I have to work on the problem of creating faith in God, Brotherhood, interest in scholarship, helping them with their social problems,

I can illustrate what I mean this way: The boys come in and some of them want to form a fraternity. They don't know much about what a fraternity is; they have heard of them. So a few of them will get together and then they will hunt around for some Greek letters. Some of them don't know the alphabet at all, so I give them maybe a list of Greek letters and they pick out the ones that sound nice and then we have a fraternity. They have no money, no house, haven't anything, but they have a fraternity.

Then they want to have a formal. They don't know whether to pick up this spoon or that, they don't know anything about the little social acts of the table. One group went to Cleveland for a formal. I went along with them. One of the boys came into the washroom, began to strip off his clothes, and I found he had his tuxedo on underneath. He was afraid that he would get his tuxedo dirty because if he would have a flat tire he would have to get out and fix it.

Boys maybe go to one function a year, rent a tuxedo, borrow a shirt and so on, and then have their picture taken to send home to show how they look. Now, you gentlemen who are connected with old institutions where sons follow the fathers, where these things are talked about, where the boys have a great deal of preliminary preparation, perhaps do not realize the problem of a dean of men in such an institution.

Now, we hope and expect before many years to be a large and powerful institution. Located as we are in a very populous section of Ohio, it is very possible that our institution will grow rapidly. But, in connection with the attitudes toward things in general, we have a large number of people referred to as "Certificate Chasers," they want to get the certificate to teach or they want to get something to earn some money, and it is very difficult to set up a program for help.

As far as the fraternity situation is concerned, we have such an interesting situation as this: Two or three years ago one of the fraternities wanted me to join. I told them I couldn't, because if I joined, it would make it hard for me to work with the other groups. Now, you couldn't imagine that situation in your institutions, because with you, you belong to one and you do not feel that that hampers you in any way, but with me, I felt that I couldn't do that. I had to remain absolutely independent from the fact that I had so many boys who had no connections whatever.

Now, as I say, I am rising with the hope that out of all this discussion something may be said, some suggestions may be given as to what we can do with this large group of unaffiliated men, men who have no fraternity connections and who will never have, boys who are very crude in all of the social contacts, yet boys who are just as sound as far as character is concerned and just as good as the other boys, but yet boys who need much more help and much more training. I suppose all of you have programs for these unaffiliated groups and I am trying to work out a program. I do not know whether my program is a good one or not. I am trying to work out many activities for them, many ways for them to get these things the fraternity groups get. I have great faith in the fraternities and I know that we can expect them to serve the insti-

tution in a fine way, but one of my big problems is that of handling the other group.

I do not think I have any other points, but yesterday you remember one reference to the suggestion that one objective is that of—I believe Nicholas Murray Butler said one of the objectives is that of creating gentlemen, and as a dean of men then I feel that I have a great responsibility to this large 70 per cent of raw, untrained boys who hope to go out into society and act like gentlemen.

President Edmondson: That is a real presentation of a situation. Is there further discussion?

Tolbert, Florida: Is this school, Mr. President, in Ohio or Arkansas?

Manchester, Kent: Well, we are in Ohio about thirty miles southeast of Cleveland. Our students come from industrial cities and the surrounding country. That is, I spoke of boys coming from farms and small towns, but they do come, of course, from Akron and Youngstown and Canton and Cleveland and so.

Stephens, Washington: Mr. Chairman, I am sure there are among all of us a good many questions which center upon the general theme to which we have been giving consideration this morning. At Washington University we have several questions, some of which are not so fundamental perhaps and yet which are questions, and others are, as I apprehend at least, more deep-seated in their implications, and I should be glad to offer as questions to this body two or three which we have, in the hope that they may elicit a little observation which to us will be a bit of help.

We are asking ourselves to what extent the membership either actual or prospective, on the part of a man student in a fraternity is to be regarded from the standpoint of his eligibility to receive a loan for a needless luxury, and to justify as a condition for his obtaining a loan that he either refrain from joining a fraternity or that he become sort of a sleeping member.

We have had, I may say, not many cases of that kind, but I feel that we are not unlike most of the other schools represented here in the fact that such absolutely limited funds as we always have for loan purposes are being sought for truly in a volume that goes far beyond the limits of the amount of which we have and which does cause it to be a very practical question how we shall distribute among the many, many who are worthy, the comparatively little that we have. I come back to this question that I offered a little while ago, what are we going to say to a student, are we justified in insisting that under all circumstances, fraternity membership is to be regarded as an unwarranted luxury?

Another question is this: To what extent are we to encourage one who, as he presents the essential facts of his situation to us and who in his presentation reveals that he is very vitally limited as to funds, to what extent should he be permitted to come to college?

We have not a few seniors who come to us, men and women, with statements that they are desperate, they have already borrowed, some of their debts are due, others are to become due shortly, they haven't the slightest prospect of a job. In that general connection, I think in

our department of Botany, which, by virtue of its being practically joined with the Shaw Botanical Garden and which circumstance, among others causes it to be rather extensively looked to by graduate students proposing to specialize in that field, Doctor Moore tell me that this year he is not only not stimulating interest on the part of worthy students in that division but that he is discouraging it, on the ground that, for those carrying that for their higher degrees, that teaching is now so unfavorable that unless there is almost nothing else, the best thing for them to do is refrain from going into those lines.

In this general connection, I think of some of the essential features which were carried in the paper which I had the honor of reading, and in which you will remember it was stated there is an absolute oversupply of trained men and women, our own graduates, in many, many lines. Now, what are we to do when somebody comes to us asking our best judgment, is he warranted in starving himself, in causing his family to strain itself today to find the wherewithal to enable him to go to college? I don't suppose anybody feels that he has at hand an answer that is absolutely satisfactory to us all, certainly I haven't, but I should be glad, if there are any here who are interested to consider this, to hear what they have to say.

Smith, DePauw: Mr. Chairman, I would like to say a few words on the matter of whether or not loans should be limited to those men who do not belong to fraternities. If you go on the assumption that you should lend no money to a man who belongs to a fraternity, you would thereby take the view point that fraternities have no value on the campus, that they are automatically luxuries and nothing else and should be considered so. I am not at all of that view point.

I went through a fraternity experience just recently myself, I haven't been out of college so long, and I am not convinced that a fraternity is entirely a luxury. It seems to me that a fraternity in many cases is a part of the educational process, and from a fraternity, you get things which you will not get any place else in college, and as such, I don't think at all that a fraternity is entirely a luxury.

It seems to me at the present time, certainly that if you know the fraternity is going to cost a boy more money and you know that he is financially limited, you should advise him that it will cost him more money and that he should refrain from taking membership in the organization. However, you are going to find in every fraternity now men who have gone in, fully believing that they could carry their part of the load, and as such, they have assumed financial responsibilities, and they find out two or three years later that perhaps things have changed in their own families that makes it impossible for them to do everything financially which they had expected to do. They may have to have a little money to help them along, and it seems to me that it is a far wiser policy to consider the matter of loans as an individual proposition, look into the individual need of fraternity men as well as non-fraternity men, rather than say that you will lend no money to a man who is a member of a Greek letter organization.

Bishop, Cincinnati: Mr. Chairman, during the last four years, economic conditions have forced us at Cincinnati to discriminate more sharply than ever among men who apply for loans and scholarships. The trend has been in this direction, the men are not loaned money or given scholarships, I should say particularly not loaned money, for the purpose of paying fraternity obligations. They are based particularly upon their scholarship and they must have a junior rank. Very few sophomores have an opportunity to borrow, although there are some. Junior and senior men are given preference to have a scholarship and character that has been looked into which gives promise of making a good man and citizen.

The whole question of the fraternity situation has occupied considerable time of our loan committees. We realize that Dean Smith has just indicated that there is a value in a fraternity, but with limited funds such as we have now, the decrease in income from those funds for domicile purposes and so forth, have absolutely forced us to hold up to the particular and outstanding man these helps and to leave out of the picture those men of the freshmen and sophomore rank who are average ability. It seems a shame, because at the early age of these men who are in the freshmen and sophomore year, we are unable lots of times to tell whether or not that man possesses mental capacity and other capacities of leadership that need some help. We have been forced to take that attitude in the past year.

Thompson, Nebraska: Mr. Chairman, I am not in the habit of speaking in these meetings ordinarily, but I rise to raise a question. I know particularly the question raised regarding the vocational training and training along that line for careers. Personally, I have a feeling that we are drifting away from that thing. I was trained as a chemist, and previous to that I had spent my time in an electrical engineering shop and earned my laurels there. Now, I have been drafted into an administrative position, just as you men were.

I think it was Cardinal Newman who said upon one occasion when he was writing a book on his ideal of a university, that after all, the main function of a university is the development of philosophical habits, and I still believe that that should be the permeating aim of a university, I care not whether it is a university, technical school or what not.

Several years ago I had occasion to visit with the great Colonel Donnelley and I asked him about the influence of the cultural education of England upon the success of the graduate students, and he said, "We have coming to our colleges, men who are graduates of three different types of institutions of a high school nature, such as you would call them; we have those who come from the strictly technical training and partial liberal training, and then we have those who come from the strictly liberal colleges and schools. In their first entrance into our graduate work, we find that those men who have taken the strictly technical courses push ahead and show great adaptability. Later on, we find the second group, those who have had a liberal training and have had this other training along with it, coming up and showing up well. And still a little later we have those other men who had had the strictly

liberal training forging ahead. But eventually the men who make the greatest successes, even in technical chemistry, are the men who have had the liberal training."

And after all, if you think over our present situation, you will note that through it all, and it is an amazing commentary, that in this country of ours in spite of the fact that a great many people have suffered beyond all powers to describe, that there has been little of that rioting and revolution that would occur in a country where there is less of education.

It seems to me at this time when there appears to be a lack of a demand for professional training, that our emphasis should be placed upon the development in the student of philosophical habits. I think that is much more important than any training along the line of a career. If we train our students with that uppermost, with these other things always secondary—Newman, you remember, set out that there should be two lines of study possibly that along the line of liberal pursuits, by which I take it he meant certain technical training, and that of liberal culture. And I think that if we adopt that as our program and hold that up as our ideal—to be sure a great many of our students won't come up to it—that we will have contributed as much to our group and education as we possibly can do. I am against anything that encourages vocational training, training for a career, because today if we do turn a boy out who is trained as an engineer and who can't get a job, it is disastrous to his philosophical outlook.

President Edmondson: Is there any further discussion?

Dirks, DePauw: Mr. Chairman, that question of student loans has been up and Dean Smith has spoken of it. I happen to be chairman of our loans committee at DePauw and the question of lending to fraternity men has been before us all year. A few years ago when the loan funds were larger and the return of loans was far more dependable than it is now, we didn't discriminate. If a student needed money and showed he needed the money, he got it insofar as our funds permitted.

But this past year, with our funds depleted and the demands greater than ever, we have had to be far more careful and we have simply set up as a criterion that the student had to be in great need, that he was spending every cent he had carefully, that he was living as economically as he could. The result is that by that very procedure, the fraternity man is practically excluded from a loan if he is living at a fraternity house, paying house bills and not doing anything toward making his own way. Only when a fraternity man can show that by living in a fraternity house he can live more economically than he could outside, do we consider him eligible for a loan.

For instance, if he can show that by living in a fraternity house he gets to wait table or do something else about the fraternity that reduces his expenses below that which they would be if he lived outside, he is eligible. Otherwise, he is not. If a man lives in a fraternity, pays his way, he is paying considerable more than he could live for outside, even in the dormitories. He has to pay national dues, he has to pay assessments, he has to pay more for board, he has to pay more for room, he

could live outside more cheaply. And, whether wisely or not, I sometimes say to a fraternity man, "If you move out and become inactive and reduce your expenses and then come back, we will consider your case." I don't know whether that is wise or not, but at any rate, that is the way we are handling it.

There is another question that comes up in this discussion that I should like to have further light on, and that is the matter of the obligation of the university administration to the fraternity in helping collect the fraternity bills. It has happened once or twice and I have made some inquiry among the men here as to what is their procedure. If a man lives in a dormitory and owes his board and room to the university, he doesn't get his diploma or a transcript of credits or even is allowed to register for another semester until his bills are paid. If he lives in a fraternity house, he has no such obligations to the university and his house bills, his board and his room may not be paid. It seems to me that there is a little discrimination there. A person who lives in the house provided by the university is, in a way, put under a greater obligation than the man who lives out.

We have before us now a petition from one of the fraternities asking the university to help them collect the dues, that is, their bills from their men, by refusing them their diplomas or transcript at the end of this year; in other words, they want some method of forcing certain of their men to pay their bills. And as an argument for this, they say that if this is not done, these men are allowed to graduate—the ones they have in mind are seniors—the rest of the fraternity simply has to meet it, the rest of them have to pay more and it isn't fair. We haven't taken final action on that.

I was interested to get a hold of a letter that Dean Fisher of Purdue sent out to fraternities a few months ago notifying them that the University would hold the fraternities responsible for their bills and would not grant transcripts nor diplomas nor allow them to register for another semester unless these bills were paid. It was a rather all inclusive obligation. I have been wondering how it is going to work out. I have been wondering, too, how far the colleges and universities represented in this association go in backing up the fraternities in requiring the members to pay their bills before they can get their transcripts or their diplomas or even register.

I think personally there is a limit to that. If the fraternity charges board far in excess of what even the dormitory charges, then I can't see that the university is responsible at least for the excess. Perhaps reasonable ground would be that the university require the student to pay his board and room at least up to the point that the university charges in its own dormitories. We can't be responsible, as I see it, for dance assessments and national dues, etc., But I wonder if we are not responsible at least to the organizations to the extent that they shall pay their board and room, which they would have to pay somewhere anyway. I would like to have an expression on that.

Weng, Terre Haute: Mr. Chairman, I have been intending to bring up just this question that Dean Dirk has. We have had that same trou-

ble and I have pending a request just exactly the same as his. One of the presidents of our fraternities has asked me to go a step farther than I have gone, and not permit these people to graduate, two seniors.

My practice in the past, of course with the consent of the president, has been to withhold credits of anybody who is owing a legitimate bill that is then due. Now, I do that for anyone, fraternity, any landlady or anybody bringing a board bill. I hesitated to take the next step, but I did. For a time, I didn't know whether dues to a fraternity ought to be considered a legitimate expense or not and I concluded it did not, so I cut off those two things. I said, "You hand me a bill, I don't want in there any dance dues or any dues to the fraternity, but if you have a bill for rent or board which are necessary expenses, I will withhold the credits of any such student until the bill is paid."

Now, they want us to go a step farther and say that a student can not re-enter school until he pays his bill. I would like to have your views. I ought to go to the next step and say these two people can't get their diplomas for graduation or others who are undergraduates can not re-enter school until they pay their bills.

Corbett, Maine: Mr. Chairman, speaking on the question mentioned by Dean Stephens, we loan money to fraternity men the same as non-fraternity men. We believe that it is necessary for them to get their board and room in some place or other and it has been our experience that the fraternities are willing to come up and help their brothers as far as they can. So I think in many instances the fraternity man is not only helped out by his own organization, but we should co-operate with them in helping out their members.

In answer to the question that Dean Dirks brought out, we have had the same proposition brought up to us as to whether we should give the credits or degree to fraternity men that owe money to their organization. We have taken this stand, that if the fraternity desires to extend credit that is their business. If they want us to come into this picture, they have got to invite us all the way in and give us an opportunity to go over their budget, and if we go over their budget and see that it is a reasonable budget, one that we can support, we will play with them.

But we have plenty of instances of our fraternities right at the present time, take this matter of social affairs, there may be a strong minority who vote against, we will say, a formal dance and there is another group that out votes them. Well, there is a fraternity charge that the entire membership must stand. I think if we had a say in the matter, we would tell them, "If you expect us to make any collections for you, you will have to abide by the rules that we lay down," and I think that if our fraternities will permit us some say in their budgets, that we will be willing to do that, but until we do have a say in it, we can't do it. We have already suggested that we are in a position to help them and will help them if they ask it, but when it comes to the institution saying, "You may do this, you may not do that," they don't want it.

There is one question I would like to ask, if I may, and perhaps have a show of hands. I wonder if there are any institutions here that withhold a degree from a man who hasn't paid his loan or will give him his

degree after he has paid the loan? Evidently that doesn't seem to be the general practice.

Stone, West Virginia: As I remember it, last fall at the National Interfraternity council meeting, this same request for aid in the collection of fraternity bills was made, and quite a few of you men were there. I then expressed myself on the question and I would like to do so today.

I think there is a grave danger when we allow our university or the office of Dean of Men or any other office of the university to be turned into a collection agency for landlords, merchants, fraternities and others not connected with the university. We used to have a law in West Virginia, I am told, that accounts entered into between local merchants and undergraduates of a university was uncollectable because of the fact that merchants over-sold students, took advantage of them, sold them too much. I feel that it is the business of the fraternity to investigate the ability of the pledge to pay before taking him into the fraternity.

I remember last fall that the point was brought out that it is illegal, at least in a state university, to withhold a diploma from a student because of unpaid bills. Now, that might be debatable; most things legal are debatable I should say. Certainly, I think it is inadvisable and believe the more you collect bills for merchants, the more they will take in anybody, relying upon the service you will render.

I am a fraternity man, have been for about thirty years, but I want to say here and now that the fraternities on our campus seem to have a delight in persisting in extravagance and they seem to feel that they can't exist without making a show in social functions. I happen to be on the committee who passes on all functions for dances, and it is amazing how fraternities that are really insolvent desire to import orchestras and so forth. I do want to say that I think you bring into your office and your university a whole train of extraneous problems when you enter into collecting for fraternities.

Another thing, isn't it the finest thing in the world to let an honest debtor graduate and get a diploma and get an opportunity to earn the money with which to pay the debt? Why keep him from graduating when if you let him graduate, let him get a job, perhaps and earn the money with which to pay the debt? Every time you assume to withhold a diploma from a college man because he owes money, you pass upon the question of honesty, because he may be perfectly honest and not able to pay and possessed of the integrity to make that account good. In fact, when the whole world is not paying its bills, including taxpayers, including the Chicago banks, I think we ought to be pretty charitable among the honest debtor in college who is near graduation and wants to go out and earn it.

My conviction is that the debts due fraternities, unless the fraternities turn their property over to the fraternity, as I believe they have done at the University of Pennsylvania, and unless those bills are paid directly to the Bursar or Financial Secretary, as they are at the University of Pennsylvania, I believe that the debts, I say, of fraternity men stand in the same light as the debts of faculty members to local merchants.

With all the tact that I can muster, I have tried to explain to the merchants, and it was the last thing I had to do before starting for Columbus, I tried to explain that our student debtors, our fraternity debtors, stand in the same light with the lawyers and the doctors who owe a lot of money, they have the same legal recourse, and when they entered into the bargain, the hope of profit should have been sufficient to enable them to take the risk. So I want to go on record as strongly opposing the turning of any institution of learning, especially a state institution, into a collection institution for anyone.

Dirks, DePauw: Mr. Chairman, I think every time this question has come up, we have brought in the "bogey man" of making the university a collection agency and dropped the matter there. I am not satisfied that that is a fair way to deal with the question. I tried to state it in such a way as to show that perhaps the university has at least a limited obligation there.

I am absolutely opposed to making the university a collection agency for the drug store and the soft drink establishment and possibly pretty soon the beer joint and all of those. I am absolutely opposed to that and that isn't the question I am raising. The question I am raising here is whether there is at least a limited sense in which the university is obligated to the fraternity and to the landladies and everyone else in this matter of college obligations that are genuine obligations of the student, and I limited it for that, to board and room, and limited it further that that shall not exceed what the university itself charges for those things.

I would like to hear from Dean Fisher. He undoubtedly has made a careful study of this problem before he wrote the letter. I put it in my pocket to bring to this meeting and then wore the wrong coat.

Fisher, Purdue: This matter of collection of student bills has been before us a good deal at Purdue. It has been our policy for a good many years to require students to pay bills. If I may say it in short, Purdue expects her students to pay their bills, regardless of what they are. We don't propose to collect them, however. When I say "collect," I do not mean that I receive the money. I do not take any student's money. He is required to go and pay the party to whom he owes it.

We have based our policy principally upon the point that a student has to have certain necessities, he has to have board and room and shelter, he has to have medical service sometimes, he has to have dental service sometimes, service of that kind, and we insist on him paying for that.

The distinction which has been brought out here in regard to fraternity bills, including the dance assessments and those various items, has not come to any head with us. Up to three years ago, I think I have had no occasion to request fraternity brothers to pay their bills, but as times have become more stringent, one by one the fraternities came in, said that "Here is one of our members who is behind on his fraternity bill, he won't pay it." Those cases I have tried to handle in something like this fashion, I have asked the house officer, president or steward or whatever he might be, how much effort he had made to collect

the bill himself, how much pressure he had put on the brother. Sometimes he has put a good deal on him, sometimes they haven't put any on him. I have asked him too after that whether the matter has been taken up with the fraternity adviser. Practically every one of our fraternities have an adviser and usually an alumnus of the fraternity, either of the chapter on the campus or some other chapter, and he acts in the capacity of an adviser. I have asked him whether that has been done. In most cases, it hasn't been done. I insist that the matter be taken to the chapter adviser before he comes to me. I say to him, "After you have exhausted all these other efforts, then I should like to have a chance to talk with the individual." In a great many cases, he never comes back after it has been taken to the chapter adviser. Just what the chapter adviser does I haven't been able to find out in every case or a good many cases, but the matter doesn't come back to me further.

In some cases, I come back for further questioning, I write the student a note and say to him, "I understand you owe your chapter a certain bill. I am expecting you to pay it. If you don't owe it, if it isn't a legitimate bill, I would like to have you come in and explain why you shouldn't pay it." Not very often do they come in to explain the debt because they realize they owe the bill.

Those things go along to commencement time. There are very few cases that have to be forced at commencement time. I have been satisfied in my own mind in nearly every one of those cases that had to be forced that the individual was a dead-beat, he simply took advantage of his membership in the fraternity or his connection with the landlady or whatever it might have been to dead-beat his way. There have been a few cases where there were legitimate ones.

I have a feeling from the boys in the house, upon the advice of the adviser, they are not forcing men who are honest and willing to pay the bills, that they are making arrangements for them, they are taking their notes. But in the case of a fellow who won't give a note, he won't do anything, he is a plain dead-beat, those fellows do not graduate and get their diploma until their bills have been paid or satisfied.

Someone has raised the point here that the college perhaps isn't justified in withholding a diploma. I don't know about the law on that. Our Board of Trustees has backed up that policy requiring a student to pay his bills. We have a couple of rather good lawyers on the Board of Trustees; I take it that they know what they are doing.

Our Board of Trustees has gone further than that, they have said that a man who agreed to do these things and had been allowed to graduate and then afterwards refused to do them, they will revoke his diploma. Now, there has never been a test case made of that, I don't know whether it can be done or not, but I do know of two or three cases in which the fellow paid the bill when that threat was made to him. I don't know what the law would be in case it was enforced.

With regard to this letter that has been spoken of by Dean Dirks, the particular point in that, that was brought out by circumstances that arose something like this: It happened this year, the first time I have had occasion to know it, two or three houses in their house obligations

have not been able to satisfy a couple of their creditors who have been carried over from last year and the creditors have been pushing them, wanted me to push them pretty strong. I haven't sent out the same threatening thing to them that I have to individuals, but at a conference with the President of the university, he said that I might say to them that in case a fraternity was sued by a merchant and judgment rendered, we would consider very seriously whether that chapter would be allowed to re-open next autumn. Now, this is the first time we have been up against that problem. What will happen I don't know. It may cease. I think they may pay their bills or make arrangements to pay them. I am satisfied their alumni organization will back them up and secure for them the necessary credit to meet those creditors.

The obligation there is for supplying food. I have required the individual in the house to pay his house bills. If the house can't pay its bills, that is due to some bad management in the matter of the account of the treasurer and his advisers. I don't feel quite like saying to the house that "Your seniors can't graduate." That wouldn't be fair. That student would come back and say, "I have paid all my obligations." I don't feel like saying to the student, "You can't graduate." He has paid his bills. But we might say that the officers of the house are responsible for bad business and therefore they shouldn't be allowed to graduate. But there is where the matter stands.

I think the matter of collection of bills has not increased this last year. Usually I say to the students, "Unless you pay this obligation to the landlady before a certain time, I am going to suspend you from classes." I do that only in cases where I feel satisfied the boy is just simply dodging the issue, isn't making any honest effort to pay it. The landlady will rarely report a student for non-payment of bills when she knows the boy is honest, he hasn't any money and he is trying to pay his bills. She knows pretty well whether that boy is making a trip to Indianapolis every week end, whether he is taking his date to a dance every Saturday night, she knows about that thing. So do I in a good many cases or I can find out. In those cases, she is justified in inquiring or asking for help and I think I am justified in pushing him to pay if he is spending his money elsewhere, and I have made it known a good many times that this boy has gotten checks from home, instead of paying her, he has taken his money and gone to the dance, gone to Indianapolis, gone to Chicago, gone where he shouldn't have gone.

Stone, West Virginia: Mr. Chairman, may I make this point very briefly? I appreciate the wisdom of the message used by Purdue University. I feel probably I have used that a hundred times in the last two years. But I wouldn't accept it as an obligation or duty that I turn the office into doing a wholesale work. I feel that we should say to the fraternities that they should keep track of their men and not let their men run up board bills, and it is the duty of the fraternity to ask a man to become inactive before letting him run up these bills.

On our own campus, the board cost per week in fraternities is about two dollars per week more than outside of fraternities. The average is six dollars in fraternities, four dollars outside of fraternities. The cost

per year is from \$75 to \$100 more per student per year to live in most of our fraternities than to live outside. We have brought the cost of living down outside of fraternities through campus prices. We have been less effective and less efficient in bringing it down in fraternities. There is that disparity in cost.

I contend to the fraternities, and they seem to take it cheerfully, that it is much better that they should remove the man from the fraternity and let him remain a student in the university so that he may continue his education, living on planes which he can afford, than to let him hang on for weeks and months and perhaps pile up a hundred or fifty dollars and then come and ask the university to put him out of the university. That is the reason back of what we do.

I, too, add another thing, I ask the fraternity first to consult the adviser, and then I add another, I say, "Write the parents, the father of the boy," and in almost all cases I do exert pressure if I find that the boy has shown potent, down-right dishonesty.

I have said these things that I might make you understand that we try not in any way at least to encourage dishonesty.

Milligan, Ohio State: Mr. Chairman, if I may, I would like to present a practical application of the use of this rule, which will supplement the individual remarks. We are a state university. Prior to last fall, the university had no means of enforcing collections on the part of students for debts owed to landladies, fraternities or any other creditors. The result was that the students naturally got themselves in a frame of mind whereby they proceeded to dead-beat all of these people whenever the opportunity arose. We found landladies who had placed their trust in these men who were registered and approved by the university, providing absolute necessities to these men, and many of them during the course of the year would move some place else, the landlady holding the sack for the debt.

The same thing applies to the fraternities, in general the result being that the university was more or less fostering a sort of dishonest attitude on the part of the students because they realized, since the university could do nothing about it, that they were at perfect liberty to do as they chose with regard to the payment of debts; and since our civil law procedure can do very little with such small amounts, the result was that those who extended to them the absolute necessities, room and board, just lost.

Last year, our university faculty saw fit to adopt a rule whereby the President of the university has the power to cancel registration, denying graduation to any student who fails to pay his bills to an approved and registered rooming house or a fraternity or sorority in good standing. This rule is limited to room and board only, because if we extended it to any bills, we would have to extend it to all of the merchants of the city of Columbus. Because of the fact that we limit it to room and board, which are absolute necessities, we exclude all the other creditors of the student.

That rule was put into effect this fall, and while I shall have to agree that it means a little more work for the Dean of Men's office,

nevertheless, it is what the Dean of Men's office is there for, we have done it cheerfully. This last quarter we had thirty names submitted from fraternities. Every one of the thirty men have made arrangements to pay their bills and none of them have been denied graduation or had their registration cancelled.

The important thing is that we are creating in the minds of the students the fact that they must pay their bills, and in those fraternities who have already used that rule, every president has personally told me that, "All we need to do now is tell them unless they pay, their name will be turned over to your office, and we don't have to do anything more."

My experience has been that in 95 per cent of the cases if such a rule were adopted, the complaints would never reach the Dean of Men's office, just so the students know you mean business, and if they do, that will accomplish the thing they want because very few people want to turn people out with degrees, knowing that during the time they were in college they beat their landlady or fraternities out of an honest obligation.

In this rule which we have started out on, we laid down the requirement that the accounts must be for this current year and not back of that time. Furthermore, we laid down this requirement, that any payments made by a member of a fraternity on his house bill shall be construed by us as a payment on the room and board. We cut the dues out because if we put them in, we would have to include every creditor. Room and board are absolute necessities, without which no student can be in the university.

Question: Suppose that would run six months, would you go back the whole six months?

Milligan, Ohio State: We will go back one full school year. This is again a voluntary proposition on the part of the fraternities, and I want to say this, that those cases that have been turned over to us by fraternities have been very carefully selected by the fraternity men and it is only the dead-beat in the fraternity whose name is submitted. The rest of them are treated as gentlemen and extended credit accordingly by the officers of the chapter.

President Edmondson: Gentlemen, I am sorry to stop this discussion, but I believe some of the brothers are getting restless because they are hungry. If there is no objection, we will stand adjourned until this afternoon.

Whereupon the Convention recessed.

FOURTH SESSION

Friday Afternoon, April 28, 1933

President C. E. Edmondson, Presiding

Meeting Called to Order at 2:00 p. m.

President Edmondson: We regret greatly that most of the veterans in length of service are not present. Deans Rienow of Iowa, Goodnight of Wisconsin, Nicholson of Minnesota, Culver of Stanford are not present. Dean Bursley was here yesterday but it was necessary for him to leave last night.

The idea of having this round table, so-called, was to discuss various problems in the office of the Dean of Men and the request came from numerous deans that those older in service would start the thing off, at any rate.

I am going to read a letter which Dean Rienow wrote to me in reply to my request for topics for discussion at this meeting.

Iowa City
November 21, 1932

Dean C. E. Edmondson
Indiana University
Bloomington, Ind.

My dear Mr. Edmondson:

Your first question asks for a new topic that has never been discussed at our meeting, and I think probably when you typed it, you were wondering whether there was such a topic. However, I would suggest that so far as my memory serves me, we have never discussed the subject of what universities and colleges are doing for the living conditions and study conditions of students not in fraternity houses or dormitories but scattered about in the community.

In fact, I am now answering your first five questions under one heading, especially 1 and 5.

I cannot help but feel that during the past several years, we have failed to determine just wherein lies the future service of the office of the Dean of Men. We have been too much concerned with fraternities, problems in discipline and other problems of relatively secondary importance.

I wonder if it is not time for us to "get together" on a constructive policy that would tie up what we may consider the office of the Dean of Men and personnel work.

In the early stages of the development of the function of the Dean of Men, too much stress was placed upon his being a disciplinary officer. I can readily understand that in the early periods of development of this office, that seemed to be an outstanding feature; and associated with this, came the problems of the social organizations, such as fraternities and sororities.

We are particularly interested, in this institution, in extending the

functions of the office of the Dean of Men to include all forms of personnel work, and to get the right relation between the office of the Dean of Men and the other organizations on the campus that serve the student. I refer particularly now to the problems arising in housing and they should include not only dormitories and fraternities, but the conditions under which students live in rooming houses. This brings up the question of approving, on the part of the University, the places in which students reside and the "tie-up" between landladies and landlords and the University.

Again comes the department of employment, the methods by which it is conducted and the method in which students are selected for employment, and the methods by which this department finds out the available positions and who to place in them. As a matter of fact, more help is given to the students through employment than through loan agencies, and we are working out a definite plan of cooperation between these two departments.

Again comes the relation of the University to the health of its students, the machinery whereby this work is carried on, and its relation to the office of the Dean of Men.

Again we come to the problem of making student loans, which in our judgment, is bound to be one of growing importance as the costs of education increases by way of fees and tuitions. It would be interesting to know something of the "machinery set-up" in different institutions by which loans are made to students and what relation, if any, the Dean of Men has to this function.

We are likewise interested, on this campus, in the relation between the office of the Dean of Men and that of the Registrar, and of the various faculties so far as the academic problems of the students are concerned. We are finding it as quite necessary that there should be a "clearing house" to which students can come to receive advice and to get their academic problems untangled. I find that in many institutions this work is too exclusively in the hands of the Registrar, who works simply as a bookkeeper.

I do not know whether I have covered the ground in these questions sufficiently well to give you some idea of the topics we are interested in, but at least I have given you some idea of the lines along which we are working on this campus.

When it comes to speakers, I am more interested in subjects. There is never any question but what, if we decide on the topic, you will have no difficulty in finding some one who is competent to at least outline the problem. When that is done, I think the most benefit comes from the discussion.

With kindest personal regards, I remain

Very truly yours,

ROBERT RIENOW,
Dean of Men.

President Edmondson: I will call upon our veteran dean in service, Dean Melcher of Kentucky.

Extending the Functions of the Dean of Men

(A Re-evaluation of the Office As Developed in the Past Twenty-five Years)

By C. R. MELCHER, University of Kentucky

Mr. Chairman and Colleagues: I am very sorry that Dean Rienow, who was to present this subject and that Deans Nicholson, Culver and Bursley, who were to join in the round-table discussion are unable to be with us. Of those who were to take part in the discussion only our chairman, Dean Edmondson, and I are present, and as Dean Edmondson's duties as chairman of the conference are keeping him busy, he has asked me to begin the discussion.

In order to survey the extension of the functions of the Dean of Men, we must, of course, commence with the year, 1909. At that time, the enrollment of most of our older state universities had already become so large that it was impossible for the President to have that close personal contact that is so essential for the welfare of the student with any considerable number of the student body. The University of Illinois was the first to attempt a solution of the problem by the creation of the Dean of Men, and Dean Thomas Arkle Clark was appointed to this new academic office which he held with great distinction until his death last year.

Dean Clark's work was so successful from the beginning that it immediately attracted the attention of the administrative officers of other institutions and his advice was sought and his example followed by other Universities and colleges both large and small, until now the office has become so general that we have Eastern, Mid-Western, and Western conferences, and in Kentucky we have also an annual state conference of the Deans of Men with a membership of fifteen.

As I stated at our Gatlinburg, Tennessee, conference, "Practically all of the deans of the first decade had held professorships in their Universities a number of years before their appointment to the deanship, and in addition to class work, they had served on various important committees and were especially interested in the student and his activities.

"This 'probationary' period in several cases ranged from twenty to thirty years and as a result, the majority of the deans were men of mature years and academic experience."

The duties of the office had become so various in the different institutions that it has been rather difficult to answer satisfactorily the question, "What is a Dean of Men and his function?" The following is from my own experience and is doubtless paralleled in most respects by the experience of my fellow deans.

I went to the University of Kentucky in 1907, served on various committees and was chairman of three which brought me in very close contact with the men students of the University. These were the committees on student affairs, on entertainment and on chapel exercises. In 1914, when I was appointed Dean of Men, I asked what the duties of the office were and I was told they were practically in line with the functions of the committees of which I had been serving as chairman. In

1907, the University of Kentucky had a total enrollment of approximately 600. In 1914, the year I became Dean of Men, the enrollment was about 1,000. In 1917, when President McVey came to the University, and the Governing Rules and Regulations of the University and of the University Senate were adopted, the duties of the Dean of Men were stated as follows:

"The Dean of Men has supervision of the welfare of all the men students of the institution. He has frequent personal interviews with them, and corresponds with their parents on matters of conduct. He has oversight of rooming and boarding houses for men and the fraternity houses. He inspects these houses and, in cooperation with the President, approves or disapproves such houses and sees that proper discipline is maintained in them."

Since 1917, the enrollment has increased continuously until in 1930-31, our total enrollment was 7,299. Of course, we have felt the depression like all other educational institutions and our enrollment has suffered a decrease. However, the functions of the office of the Dean of Men have naturally increased in proportion to the increase in the enrollment, and aside from the general information, personal counsel and advice, and general correspondance, my duties as Dean of Men are performed to a very great extent in connection with the following committees: Faculty Council, which is a committee of the University Senate and meets weekly; the Rules Committee; Scholarship and Attendance Committee, which meets weekly; Social Hygiene; Student Social Affairs; Student Welfare, and University Convocation.

At the end of the week, after having met with the various committees, attending social functions, visiting the various fraternities and men's halls, answering telephone calls both in my office and at home at night, and in addition, carried twelve hours of recitation as the Head of the Department of German, I have a feeling of having performed a rather full week's work.

President Edmondson: Does anybody have a question?

Cole, Louisiana State: I would like to ask the Deans of Men at Kentucky about rules for freshmen. He made a statement that this wearing of caps by freshmen was small college stuff. I disagree with him and I would like to ask him about other rules for freshmen. We have at Louisiana State University a committee of upperclassmen who are making some rules and regulations for Freshmen and I wonder if that is going to be beneath us, in the opinion of this old dean.

Melcher, Kentucky: No, I do not believe it is. But when I said a small school, there is a small school right near us that puts so much stress on it. I understand some of the larger ones have dropped that. Do they wear the caps still in Illinois?

Smith, DePauw: They abolished caps a year ago, due to some difficulty they had. As I understand, some of the fraternities reinstated the caps this second semester, but that is simply the organizations themselves. Michigan abolished caps a year ago.

Melcher, Kentucky: I had particuler reference to the small college. We have a college twelve miles away, Berea up there about 40 miles

away, Winchester is 16 or 18, Centre 36 miles away, and Transylvania right in the town with us, so we are in the center, so when I spoke of the small colleges, I had them in mind.

Cole, Louisiana State: How about the other rules for freshmen, not necessarily caps, but other rules, some things a freshman can't do?

Melcher, Kentucky: Traditions, that are made by the student council themselves. So long as they are not hazing or injurious, we don't interfere. And when it comes to initiation of fraternities, we do not interfere when they stay in the house, but if they come out and interfere with the class work or downtown traffic or something of that kind, we just simply say, "If you are going to do that, we will hold up your initiation certificates." The "Hell Week" with us consists of all the pledges having to come down and live in the house for that week and it is supposed to be a training and learning the rules and things of that kind, and some of them still use paddles, but the older ones do not.

Question: Mr. President, may we have a show of hands on this cap business. I would like to know how many have these rules and how many have not.

President Edmondson: How many institutions have the custom of requiring freshmen to wear caps of some particular design? It seems to be about half the number represented here.

Weng, Terra Haute: I wonder if there is as much trouble in most schools as we have had at the Indiana State College, because we have rules similar to this made by the upperclassmen and they are all right, but some of the sophomores will paddle freshmen a little too hard and he will resent it and strike back and find a club nearby, and I broke it up at that point. I wonder if others ever had that trouble?

Melcher, Kentucky: The real trouble is how you are going to enforce it. We are perfectly willing if you want to enforce it by taking away social privileges or something of that kind, but when they come to laying hands on them, we object. I have often made the statement, I was in a university in Germany for three years; no student ever laid a hand on another student there. He was ostracized if he didn't want to take part. But over there where they are so autocratic, you were absolutely free, and when you come here where we are supposed to be free, these things don't look so good. I do think they need restraint. Woodrow Wilson said the freshmen needs restraint, but the sophomore and the junior are not the ones to administer that restraint.

Smith, DePauw: I think a policy now pretty definitely is to do away with many rules regarding freshmen known as getting freshmen in the way of inferiority. It seems to me the traditions of such things are questioned. We have had a better result lately in the relations between the sophomores and freshmen. The two classes got together of their own accord last year and wondered why there should be a freshmen and sophomore scrap. It seemed to them that perhaps the greatest friendships should come between these two classes and so they voted of their own accord to do away with the so-called tradition on the campus to do it that had existed for many years and there was no freshmen-sophomore scrap. It seems it might be well to re-evaluate some of our

traditions and see whether they are worth keeping or whether they should be discarded.

Melcher, Kentucky: That freshman scrap has been eliminated with us for quite a number of years. We had a pond as wide as this room and there was a wire rope and they tried to pull one another through, and of course the upper classmen would always pull with the sophomores to get them through. I don't know how long that rope was, eight or nine hundred feet, and when they were through, they would grab hold of it and go downtown and they would also throw one end around a telephone pole, and a man that had very little discretion who was driving a street car saw the way was blocked and he hit that rope, and a way back here some young fellow didn't know he was going to hit like that and he went back and fractured his skull and he died a very short time from it. So the student body themselves didn't try that any more. They had other things and that just simply died out. We haven't had the freshmen-sophomore scrap any more, haven't had it for five or six years.

Cole, Louisiana State: If you have these rules and regulations for freshmen and certain punishment for freshmen for not obeying them and he continues to disobey them, doesn't try to play the game, would a Dean of Men be justified in recommending his dismissal from the University?

Thompson, Nebraska: Mr. Chairman, we have a cap by tradition on our campus, no one is forced to wear them. About four years ago shortly after I went in office, I had a group of senior men to come to me requesting my support in enforcing the wearing of the green caps we had. I said, "Gentlemen, you couldn't make me wear a green cap if I didn't want to, and I will not support you in making any other young man do that thing." That is my feeling about it.

Tolbert, Florida: I think Phi Eta Sigma could do a whole lot right there. The Phi Eta Sigma can do more to establish a relationship between the freshman and sophomore than any other group on the campus. We used our Phi Eta Sigma as leaders of freshmen groups during the freshman week and the first contact a freshman has with a sophomore is through the picked men.

Now, this thing of a Dean of Men attempting to make a freshman take a licking is ridiculous. You will go to jail if you try that much. I am quite sure that some traditions are worth while. Others are the silliest kind of thing, and if you work a little bit you get rid of them.

We had a Bobby Jones rule several years ago, everybody had to pull their socks up around their trousers and imitate golf socks. And then we had a Sam Brown rule, every fellow on Thursday had to take his belt off and put it around his shoulder, and they tried to lick freshmen about it. You couldn't stand for that kind of foolishness, so we started a little campaign to get rid of it by educating each freshman class. We said, "See how you hate to do that, how silly that is; when you get to be sophomores next year, let's see if we can't do away with that." Those things are good.

We do have some worth while traditions, one of which is speaking to

everybody that they meet on the campus. When Smith was there several years ago, they kind of startled him because he thought it was a kind of a confidence game. That is a tradition that is worth while. Most of them travel in groups in going across the campus, you hear them, "Good morning, good morning, good morning," but it is worth while and traditions of that kind are possible.

Your cap proposition, if the boys want to wear a cap, if they take a pride in wearing the cap, well and good. But you can't attempt to enforce that all by permitting sophomores to administer punishment to freshmen for not doing it.

Thompson, St. Olaf: Mr. President, my way of handling problems of this kind where there has been the question of regulations established by the student body, and the green cap at St. Olaf's College is ruled by a committee of the sophomore class—we do not permit them in any way to haze the freshmen. So they have asked, "What can we do?" In instances where I find that the committee has dealt rightly with the freshman and that the freshman is obstreperous, I have called the man in and I have told him, "Now, you do not need to wear this cap or you do not need to follow the traditions that the students have established, I am speaking not only about the green cap, but of others, but the tradition is a reasonable one"—that is, where they are reasonable, otherwise, I would not say it, "And I think that you ought to observe the tradition. But you have your choice. If you want to be a regular member of the student body and enter into the spirit of the student body, you will do as they tell you; and if you do not care to do that, I shall be glad to consider you as a special student." A special student with us means a student who has no privileges as far as participation in various activities is concerned. I have left it up to that obstreperous youngster to decide whether he wanted to be classed as a special student, and I have found that that has settled the question. I have not decided for him, but he has had his choice and the students have been very well pleased with the results. There are only the exceptional cases of course that come to my attention.

President Edmondson: About 1914 there developed in the student body at Indiana a strong agitation for student self-government. This was supported by several enthusiastic faculty members. Eventually, the question came to a vote of the student body in which the supporters of student self-government lost by a small majority. The chief objection on the part of the students was that they did not want to assume the responsibility for discipline.

The interest in the student government continued, however, and in order to meet the desires of the students there was created a local organization which assumed the somewhat fantastic name of Aeons. This organization had as its purpose to bring about greater cooperation between the faculty and the student body, and to further the best interests of the University. There follows the constitution of the organization which will appear in the minutes if the secretary so desires—

CONSTITUTION OF THE AEONS**Article I**

The name of this organization shall be The Aeons.

Article II

The purpose of this organization is to bring about greater cooperation between the student body and faculty; and to further the best interests of Indiana University.

Article III**Membership of the Organization**

Section 1. Every male student of Indiana University who has at least junior standing and has shown exceptional ability in leadership or scholarship is eligible for membership. Post-graduates are eligible for membership.

Section 2. The number of members shall not exceed twelve nor be less than eight.

Section 3. All vacancies in the organization shall be filled by appointments made by the President of the University from nominations submitted to him by the organization.

In case the President is not satisfied with the list submitted he may call for further nominations.

Section 4. Active membership shall continue during University residence. Former active members shall be called alumni members.

Section 5. There shall be no more than three honorary members.

Section 6. This organization shall have the power to expel any member for misconduct, and for a failure to assume the proper attitude toward the organization.

Section 7. A majority vote of active members shall be sufficient to call for the impeachment of any member of the organization. Trial shall not be sooner than one week from date of impeachment nor later than two weeks. A two-thirds vote of all the active members shall be necessary for the expulsion of a member.

This group of men was appointed by the President of the University from nominations by the membership. The membership was limited to a total of twelve at any one time. The group immediately took up various problems of interest to the students. One peculiar characteristic of the organization was that it did not seek any publicity for itself, which fact created greater interest in the student body concerning the organization. About the first thing they undertook was to change the annual freshman-sophomore fight, which for years had started at the beginning of school in the fall and had continued until the grand battle on February 22nd. Through wise and careful changes, with the cooperation of other student groups, the traditional fight was completely eliminated in a period of four years. Then there followed a revision of class election laws, the establishment of the student manager plan, and the changing of methods for appointment of the editors of the University annual. Formerly, this had been manipulated through politics. The Aeons set up a faculty-student committee whose business it was to appoint the editors

and business managers of the annual entirely on the basis of merit. I have incorporated in my paper a copy of the plan devised for the selection of student manager athletic teams.

Later the Aeons promoted a plan for the coordination of all dramatic activities. This has been helpful. This year the Aeons petitioned the Board of Trustees for a reduction in various fees. The request was granted.

Sometime ago, there came an anonymous multigraphed publication that was put out by certain students and sold about the campus. While this publication was not vicious, it might well become so and had really dangerous possibilities. An appeal was made to the Aeons on the basis of danger of the publication that they should stop it. The University officers did not ask that the Aeons reveal the names of the publishers. The results were immediate. No further publications came out. I do not know what method was used nor have I any idea what students were the publishers.

An interesting fact about this organization of Aeons is the prestige that has come to it. Any student of the University will now say that the highest honor a student can attain in campus life is to become president of the Aeons. The organization has been of the greatest value to the administration because if any worthy project is proposed and is explained carefully to the Aeons in almost every case they will bring about the success of the project. It all amounts to a modified student self-government minus the problem of discipline. I believe it is unique among student organizations.

President Edmondson: We have the special honor of an address by our only "post-graduate" dean on the subject of "Why Is a Dean of Men."

Why Is a Dean of Men

By STANLEY COULTER, Dean Emeritus, Purdue University

Deans and Brother Playmates:

I was sitting this morning listening to the discussions of the Deans of Men, many of them upon familiar subjects, many of them with the heat and fervor that was characteristic of the olden days, but I looked at the great group and thought how far the deans of men had come from the little group that Dean Melcher spoke of as having gathered at the University of Illinois some 15 years ago.

I noted, however, in that discussion and in the discussions of the morning and afternoon that there was some tendency to arrogance, some tendency to believe in the rightness of the individual opinion, that rather reminded me you are going to have to change your attitude of mind a little bit.

There is a story occurs to me of a man who kept a bird store in which he sold all types of birds for pets, if any people can make a pet of a bird, and among them were parrots. He had two parrots in that connection that were particularly interesting birds. One had been rais-

ed in a Cathedral down in the home of a Bishop and had an ecclesiastical vocabulary. The other had been raised in the forecastle of a sailing boat of doubtful reputation and its elocution followed that of the sailors.

One day there came a customer into the store and he and the proprietor got into a fierce dispute and it waxed fiercer and fiercer and looked almost as if there was going to be a physical combat, and the ecclesiastical parrot, with all of the emotion that it could throw into its voice, said, "What shall we do to be saved?" And the forecastle parrot shot back, "Pump like Hell or we will all sink."

Well now, we are confronting situations, you admit that, and I think instead of discussing bitterly we had better pump like Hell and see if we can't save something out of the wreck.

You are missing the wit of the whole conference in the fact that Scott Goodnight is not here. I happen to have a letter that was handed to me after I came, written by him, and I want to read a paragraph or two out of it because it is so characteristic of him and I know you will be glad to hear it. He speaks of his being awfully sorry that he can not be here. He said, "It would have been a pleasure to attend once more, but perhaps I ought to remember the lesson of the banana, every time one of them leaves a bunch it gets skinned." I thought that that was quite Scott Goodnightish.

And then he says, "I will break just into this imbecile verse:

Deans of Men must go to Glory,
For other fate is unjust,
For we have had our Purgatory
Ere our dust returns to dust.

But in that life beyond those portals
How can these birds of Heaven,
Which leaven here the mass of mortals,
Cease all activity in Heaven?

How can they sing and twang a lyre
And, gazing down from Heaven's gate,
See students headed for Hell Fire
And not attempt to set them straight?

In short, here is what I am asking you,
Up in Heaven's vast perfection
What are Deans of men to do
Where there is nothing needs correction."

All of which means to indicate that I think you take yourselves too seriously. I think some way or other, this world is going to revolve about its orbit and rotate about its axis and do all those astronomical dances it is supposed to do, whatever we do, and I am afraid we are building up ourselves a rather unnecessary work.

Why is a Dean of Men? A Dean of Men is a necessity because human nature is what human nature is. Human nature, especially in its developing stage, needs the touch of human hands and needs the touch of human sympathy and there never was a time in the history of a college and there never was a time in the history of a university when there wasn't a Dean of Men. They sometimes didn't call him that, they really didn't realize the fact that there was such an office possible as a Dean of Men, but still the Dean of Men was at work upon the campus. He was at work without title, he was at work without authority apparently, and yet working in a marvelously effective sort of way and getting a grip continually upon the hearts of the students with which he worked.

He happened to be the one man in the faculty—and I find it in the modern faculty built upon that model—who some way, it might have been pathological perhaps, but some way loved young manhood and some way believed in young manhood and some how was tremendously grieved in his heart if he saw it failing to make the best of itself. And so, simply, unofficially but sympathetically and affectionately he tried to show these young men how splendid a thing life might be if it was lived up to its highest possibility.

And they respected that unofficial dean. They saw that there was nothing in it for him, there was no preferment, there was no title, there was no additional salary, it was unselfish work because he was interested in them. And I have sometimes wondered whether our official title has not handicapped us in the matter of getting in immediate and direct touch with man.

But colleges and universities grew in members, worse luck, and the casual touch that such a rare soul in a faculty could have upon the student body became utterly insufficient and so the thing that we call the Dean of Men emerged. Well, when he emerged, he didn't know in what period of his transformation he was, he doesn't know whether he is a larva or a perfect insect. In fact, he was a little of all of them, because if any of the old battalion of Deans will remember your experience, you will remember that you never could find out from anybody in authority what you were to do.

But most of those early deans could scarcely be said to have been promoted to deanships, they just sort of grew into it, they didn't have to change what they were doing. I listened to Melcher tell you all the things he was chairman of. If I had been chairman of that many committees, I would pray to have the power to forget it, just forget how many chances I had for spoiling the human life by acting on that committee.

But these Deans of Men who are unofficial were promoted into the first official Deans.

Now, you take our friend Clark of revered memory, he was Dean of Men long before an official title was recorded for him on the minutes of the University of Illinois and he appeared as Dean of Men in the catalogue. He was Dean of Men and when he became Dean of Men he didn't change his action at all, he just went on as Dean of Men.

We say to a man in these modern days, and that is you people here,

you infants that still have upon your cheeks the infantile down of youth, you have lots to learn; a little bit later, you will know more but you will not be as pretty. You said you are elected Dean of Men and you come into a University with certain definite plans and certain definite ideas as to rules running in your mind and certain reformations in student life that you expect to make. Well, now, I wonder whether humanity has changed very much in all of the years—why, it has been merely fifteen years since this thing was organized, just yesterday—I wonder whether things have changed much in that time. We have got more laws and more rules in the university, we have got more diverse ways of saying that we accomplish them.

And yet, men, isn't it a fact that there is not one bit, absolutely not one bit of effective work that you have done under any rules? You have done the effective work because you are a man and because you had deep in your heart, higher than any social preferment, higher than any social advances or academic advances, the welfare of those men with whom you came into contact. You haven't set up discipline as the chief objective of your work. Discipline is the last resort. Lifting men into themselves is your chief work. And unless you have that conception, you haven't the conception that makes a Dean of Men.

Then this thing that we call discipline, that control of this function and that function, is not the chief function of a dean; not at all. Those are objects that are crowded in upon him because he hasn't fulfilled his primary function. His primary function is to introduce, so far as he can and so far as lies within his power, youth to its own best self.

And you say, "What can a single man do in a great group such as a modern university, in a great group where its faculties are as large as the student body used to be in former years and in which the student body is measured by battalions and by regiments, runs up into the thousands, what can a single man do, a single dean? Well, what is a human life anyhow that you are working with, what is it worth?"

I sometimes feel that about the best book of guidance that deans ever had, the thing that they ought to have in their mind more than any other book, is the Bible, and I sometimes think that there is just one particular part in that Bible that they ought to have running in their mind pretty nearly all the time, and it runs something like this. You will remember it, most of you. It is almost as familiar as the Lord's Prayer, unless you are in the habit of saying, "Now I lay me" for that. It runs something like this:

"When I consider Thy Heavens, the work of Thy fingers, the moon and the stars, which Thou hast ordained;

"What is man, that Thou art mindful of him? And the son of man, that Thou visiteth him?

"For Thou hast made him but little lower than God, and crownest him with glory and honor.

"Thou makest him to have dominion over the works of Thy hands; Thou hast put all things under his feet."

Almost divine, that is what it means to be human. Our humanity is something to be lifted up to and not an alibi, not an excuse. How many

times have you had your students come in and say, "Well, I am only human after all?" But have you ever tried to show them by your own life that to be human was to be almost divine, that their humanity was a challenge up to which they must live?

You say that is idealistic. I say that is the only practical foundation upon which you can build if you win success as Dean of Men, if you make in this new age that is surely coming to our midst, men that are going to meet these tremendous problems of ours. They are men who must think not in the little things, not in the trivialities, not in the ephemeral things of this daily life of ours, but must think in the eternal verities, the deep things of life.

What we are needing now in this hysterical age in which we happen to live is a good deal of what David Starr Jordan said in one of his little sermonettes. He said the thing that we need is wisdom and skill and virtue, for wisdom is knowing what to do, skill is knowing how to do it and virtue is doing it.

It is men that are going out from our colleges by the thousands, the 139,000 and more as we heard this morning, out into the world, that must carry out into that world these qualities and some way or other, men, we do not appeal to the best that is in youth, we do not appeal to that which is daring, to that which is achieving, to that which is willing to undertake any forlorn hope if it comes near to accomplishing the ideal that is compelling and governing his life, we don't do that by our pretty rules. We do that by showing the splendor of life, showing the magnificence of a life rightly lived, showing that man is little lower than the angels.

I have sometimes thought, men, that we have discussed at these meetings little problems, some of which have come up before you this morning, instead of the real fundamentals which lie at the basis of the success of such an occupation as that in which we have been engaged. It seems to me that it is an occupation that has in it more possibilities of touching human life, of uplifting human life, of reasoning out into civilization and making the world what it ought to be than any other occupation that is given to a man to enter upon.

But I feel this, that it is spoken of as a disciplinary office, as a registering office, as an appraising office, as an evaluation office, it is like any other of the myriads of lesser functions connected with almost every human enterprise. The name means nothing. You men mean everything.

If you realize that what you are dealing with is not the question of whether a lot of athletes are mentally fit or up in their grades so that they may be eligible for preferment, not that you are wondering whether or not you can entice this brilliant young fellow to work just a little bit harder until he comes to Phi Beta Kappa rank; if that is all that is occupying your attention, you and I are not catching the real spirit; we are not dealing with foundations, we are not dealing with minds, we are not dealing with men who can make a team, who can make two or three letters, not with a man who can be an honor student, not at all; we are dealing with human souls who are to make this civilization, we

are dealing with human souls who are to determine what tomorrow is going to be, whether tomorrow is going to be a further step back in the disorder and confusion, back into paganism or whether it is going to be a strong, youthful stride into the light, and not only into the light, but into a new power of achievement.

And so it seems to me that you and I, by our contact and by our lives with these young men whom we love or we wouldn't be Deans of Men, for whom you would sacrifice almost indefinitely or you would not be Deans of Men, some way into these young lives through our life, through its sincerity, through its unselfishness, through its perfect poise and balance, its serenity, its fairness, we can bring into their lives the ability to think clearly, to think clearly in their evaluations of life, to think clearly in the evaluation of themselves.

That does not come by rule, that can not come by rule, that will not come from the desk in the class room. It is the aura of your personality.

I can look back into the last century, think of the little college where Melcher and I went; we had no Dean of Men there, I imagine we had no particular problems, we didn't have green caps because we didn't have freshmen enough to fuss about, we never did have enough students at any time in those days to have class distinctions. But I can remember in those days one man especially who taught in that institution not only through the days I was there, but had taught before, who taught afterwards until fifty years of his life had been spent in that college, and his influence was upon every man and women that was ever in that college. He wasn't a Dean, but he saw life, saw it wholly, saw it completely, and he desired that those who were under him should have the same life.

And then we ought, I think, in some sort of way, to get into the minds of these people with whom we are dealing that more than their bodies and more than the mere matter of thinking clearly, there is something that is to be added, a step that they should take if they would realize their own possibilities, if they would become the force in the world that they ought to become, and that was that in some sort of way they should learn to reason and to reason accurately.

And you know, men, if I were going to try to explain the difficulties of today, I would say it is because of the fact that in our civilization, in the men that are managing our banks and managing our great businesses and managing all our commercial enterprises and dealing with our politics, the art of thinking and the capacity of reasoning has been lost. We have been doing mass thinking, we have not been rationalizing, we have simply been a beautiful example for the last ten or fifteen years of mass action or mob psychology. We have become phrasemongers and slogan hunters and we thought if we would say this or that sufficiently enough, happy days would be here again. And they are not, although we have shouted vociferously for, lo! these many months, because men haven't thought clearly and they haven't reasoned accurately.

To us the care of the next generation is given; hundreds of thousands of them are under your touch. When they go out from under your

touch, can you say of them, "Whatever else they are, they think clearly, they can reason accurately and I can trust them?" Well, that they do not get from the text book, they get it from you, they get it from those that you associate with yourself, not as irritants and counter-irritants to the student body, but some way as signs, as guide-posts, as directions.

An aviator flying over the country, it comes dark, the wind changes and he wonders where he is, and suddenly one of these great beacons flash out and his way is clear. That is what you are on the campus. When the student's life begins to be disturbed, when his course of action seems to be uncertain, when he is not at all confident that his vessel is going to maintain its strength or be forced to a forced landing, then it is the Dean of Men to whom he ought to go. Because he is a Dean? No. Because he is a man who sees life wholly, who sees it clearly.

And then I think that there is another thing that is lacking in our modern manhood, and you and I as Deans of Men ought to use our utmost effort to engrain into the pupils that come under our hand, that it is not enough to think clearly, not enough to reason accurately; your thinking may never be so clear, your reasoning may never be so accurate, but it is utterly futile unless you can act courageously. And do you know there are infinitely fewer men who can act courageously and will act courageously than who can reason or who can think?

A good many years ago in the good old happy days when the saloons were on every corner and drunks were in every alley, those happy days, there was a certain mayor in a certain city who had little control over the police. As a result, those saloons in their early days in that town were running practically wild, so much so that the whole community became disturbed at the situation and they gathered themselves together in a great mass meeting at one of the opera houses and there in a mass meeting they resolved that they would appoint a committee—that is the first thing, instead of acting, they appoint a committee—that they would appoint a committee to select a committee to visit the mayor to request him to observe his oath of office, whether he wouldn't be kind enough to enforce the law which he had sworn to enforce.

Well, it so happened at the close of that meeting, my mouth had run off itself then as it has very frequently since, that I happened to be put upon that committee to select the committee that was to go to the Mayor and that we thought would be a tremendously easy proposition. And so the five of us got ourselves together and we said, "Now, we want just the biggest men in this town, we want men who morally, who socially, who intellectually will command the respect of the whole community and they will know there is nothing selfish or self-seeking in this request." And so amid great glee and with great hope, we made up our list of names and we thought it needn't be a large committee, we thought three, selected as we proposed to select them, hand picked and with great skill, would be enough to move any mayor.

Well, the first man we went to happened to be a wholesale merchant, he had rather a large wholesale establishment and he was, I presume, in a great many ways the best man, the very best man in the city, as

we measured bestness in those days. He was a good man, and if anyone in that community of some twenty-five or thirty thousand had been asked to name a half dozen of the best men in the town his name would probably, like Abou ben Adhem, head all the rest. Well, we went to him and said, "Mr. So and So, we have come to ask you to serve on the committee." He said, "Look here, men, I am just heart and soul with you, the work you are doing is just exactly what ought to be done, and here is \$50.00 I want to give you in order to push the fight, but you see I can't get into that. I am in the wholesale business and a good many of my customers would be offended if I went into any movement such as that, and the directors of the firm would have a right to criticise me." In other words, he said, "I pray thee have me excused, I will give you \$50.00, I will give you a hundred dollars, if you need more."

So we went away more intelligent but less hopeful. He was a Presbyterian and so am I, and I have never had as much respect for my church since. There was a man who was a part of the salt of the church and he hadn't in the course of his whole life caught the spirit that made him act courageously at a time when action was demanded. It was a pity.

And then I don't know what your denomination is, but we hied ourselves over to a Baptist banker. We ought to have known better but we didn't. "Why," he said, "I can't get into anything like that. Here, I will give you money, any time you want any more in this campaign come to me and I will give it to you, but here, all these saloon keepers here will be affected and these breweries are customers at the bank here, depositors, I can't go into that business, I would lose all that business and the directors wouldn't stand for it."

Well, the story went on. We worked for two weeks trying to get that committee. We got it, we got one man who had been a wholesale grocer who had been retired fifteen years before that time, was eighty-three years old, he agreed to serve as chairman; he was a very good man and didn't have to be carried around, he still could walk. The other two were superannuated ministers. Now, that is an honest fact. That was an endeavor to find men who would act courageously at that time.

Now then you see what a job we have got with young men. It is not that life is a series of earnest excitements, it is not that life is a mere matter of achieving and accumulating; but life is the supreme thing to be won and life is a creative thing and life is a potent thing. If you can think clearly, if you can reason accurately, and, above all, if you can act courageously.

Deans of Men, I have had many years in my life and I think the happiest years I had in my life were the years in which I came in closer and closer touch with the young manhood of our nation, and the more closely I came into touch with those young men, the more confidence I had in the future, the more hope I had for the future. And as I looked in their lives and as I tried to picture in a certain way their ambitions and the ideals that were compelling and alluring them, I would say to myself, "The future is assured." Then, men, I would look around on the

faculty, middle-aged men most of them, some of them unripe, of course, always must be the unripe ones in the faculty, I would look around in the community and see the men with whom they would come in contact, and I have wondered how soon the fine enthusiasms of youth would be dimmed when they went up against the drab smoke of our daily existence. I remember I wondered how long it would be before some of those fine ideals of life, which set before them almost impossible goals, would lose their compelling character, would lose their upward drag, and I wondered how the high courage, how the magnificent daring of youth would endure the cowardice of the manhood with which they were compelled to associate.

Those were happy years. And I wonder, as I look over my years in teaching, as I look over those years of acting as Dean of Men, think over those times in which I had hope, almost a wild hope that I had answered some of the problems of some of the young men, when I thought of the agony of spirit and the grief I have had when I have seen a magnificent young life deliberately wreck itself under my eyes, I wondered whether it was worth while. And yet today, today, pretty close to four score years of age, let me say that if I had my life to live over again, I would live it more with the young and I would try to keep in the life that I lived with them, some of their fine enthusiasm, some of their idealism, some of their daring, some of their courage, and while living with them, try to direct them in paths that were right.

Men, I congratulate you, I congratulate you on the task that you have, the opportunity that you have to find yourselves in the best that is in you, opportunity to transmit that best into the young with whom you come in contact and into our civilization so that we will come into a morrow that is better and truer and happier because you have worked.

President Edmondson: I don't believe there is any more to say. Dean Coulter, we thank you for that.

Is there any other business to be taken up this afternoon session? If not, we will adjourn.

Whereupon the Convention recessed.

President William Lowe Bryan, Indiana University, delivered the following address to the Association at the Faculty club, Ohio State University, in the evening of April 28, 1933:

I believe that any man in such a position as I occupy or as you occupy will fail unless he is sincere down to the roots of his life.

A man in your position is a human engineer. We have civil engineers, mechanical engineers, electrical engineers, who deal with things, and accomplish results with things; but you are human engineers, who deal with individuals and with lives, and you will fail unless you succeed in dealing with them successfully so as to secure the right kind of co-operation.

Now if you are clever, if you are cunning, if you are shrewd, if you have the kind of political gift that can carry a man successfully through

one election, that will win a little temporary successes; but it is the worst of folly for the long campaign. You know perfectly well that they will find you out. You cannot conceal your insincerities. You must be—I do not mean to preach at you at all, I am just stating a fact that applies to us all—they must come to know that they are not “worked” in anything, but that all the cards are on the table face up all the time.

No matter what happens, in the course of one's service, one must never become a pessimist. I was writing about that the other day. I have been writing for our student paper for some time. I have become a “columnist.” When I became president of the university I found that I wasn't having contacts with the students. I didn't often have a chance to speak to them, and so for a half a dozen years I wrote a column every day. That is a very dangerous thing to do. It is a dangerous thing to talk too much or to write too much.

More recently, under changed conditions that I have to meet, I have been writing only once a week.

I could not be a teacher if I were a president; if I had the attitude of Timeon, the raging Timeon, what could I say to a freshman on his way to school, or to a senior on his way out of school? What if I were Hamlet, what could I say to a young girl, except what Hamlet said, “Get thee to a nunnery?” Or Dean Swift, and had come to feel a horror of the human race? If I felt like any of these men I could not be a teacher.

If I were one of these thousands of young men who want to be college professors—just out of college with a Ph.D.—I would know that individuals and churches and colleges and states have at great cost and sacrifice established colleges; that in thousands of homes there is grueling labor and self-sacrifice in order that children may go to school, and that if enough of them come there may be salary for me; but if I thought that half of them were morons, incapable of understanding my superior wisdom, and if it were my purpose to convey to the others the belief that life is meaningless and valueless, I do not think I could eat their bread. I think it would choke me. I couldn't be a college teacher or dean if I were a pessimist.

Long ago, when I was younger than I am, and when dear Jane Addams of Hull House in Chicago was younger than she is now, I heard her speak of Matsini, the soul of Italian liberty; and she read a letter from Matsini, in the midst of his struggles, in which he said that what almost drove him to despair was the ingratitude and corruption and unworthiness of the people for whom he was trying to win liberty. And he said what he had to do was to realize that he must make the fight for these people, in spite of those things, and must expect nothing for himself, no gratitude, no thanks, no recognition, nothing.

And I am sure that you have across the desk—and it is across the desk, when talking to the individuals one by one that you succeed, or fail. You come in contact with so much that is heart-breaking in those young people and in their parents and in members of the faculty, that you sometimes actually feel as if you would like to run to the woods as

Timeon did; but if in spite of those things you can have the kind of victory of spirit that Dean Garrick had—he had to keep his faith in spite of all the adversities he came to know about—if you can through all these things keep your faith in the worth of life and in the worth of these young people, if you can keep your interest in them one by one, and try to save as many of them as you can, and you can't save everyone—even Jesus Christ didn't do that—if you can do that and arrive at the age of my friend here, with that faith unspoiled in your heart, that is to be victorious in life.

FIFTH SESSION

Saturday Morning, April 29, 1933

President C. E. Edmondson, Presiding

Meeting Called to Order at 9:30 a. m.

President Edmondson: Gentlemen, I want to make a word of explanation about the topics for discussion this morning. The first is the relation of problems of the curriculum to the office of the Dean of Men. I had asked Dean Heckel of Missouri to take that topic, especially with reference to the Chicago plan, so-called, and the Minnesota plan, both of which have attracted attention on the question of problems of the curriculum. Unfortunately Dean Heckel was not able to come.

I also asked Dean Rivenburg to discuss the Bucknell plan, which has also attracted much attention. Dean Rivenburg will talk to us on this plan, not discussing the Minnesota and Chicago plan except incidentally as he may choose. Dean Rivenburg.

Relation of Problems of the Curriculum to
the Office of the Dean of Men,
The Bucknell Plan

By R. H. RIVENBURG, Dean of College, Bucknell University

Dean Edmondson and Fellow Deans:

I think you gentlemen unwittingly are something in the position of a long-time bachelor of whom I heard. This man had successfully resisted all feminine charms and lures and wiles for so many years that his friends thought he never would marry. To their utter astonishment, one day they heard that he had married and gone on his wedding trip.

Three months or so later, after they had recovered from their amazement and the couple was settled in their new home, some of his old cronies got together one evening with this former bachelor and bantered him about his marriage. One of them, with that unadulterated nerve that bosom friends sometimes display, asked him to tell them about it, how it all happened.

"Well," he said, "I will tell you, I have always lived in Philadelphia and I have always done my trading at the Wanamaker Store. I had the Wanamaker habit. At one of the gents' furnishing counters, in the John Wanamaker store, there was a young woman, who was always so kindly, so pleasant, so agreeable, so gracious, so obliging that I found that I liked to go to trade with her, and after I had bought a lot of neckties and handkerchiefs and things I didn't need, one day I asked her to go to lunch with me and she consented. One thing led to another and we were married."

"Well," said his friend with amazing affrontery, "how do you like her, how does she suit you?"

The former bachelor looked at him for a minute or two in silence and then he said, "Well, to tell you the truth I think I could have done just as well at Gimbels."

Ex-President Hyde of Boden has a fine paragraph on the offer of the college:

"To be at home in all lands and all ages, to count nature a familiar acquaintance and art an intimate friend, to gain a standard for the appreciation of other men's work and for the criticism of your own, to carry the keys of the world's library in your pocket and to feel its resources behind you in whatever task you undertake, to lose yourself in generous enthusiasms and to cooperate with others for common ends, to make hosts of friends of the men of your own age who are to be leaders in all walks of life, to learn manners from students who are gentlemen and to form character under professors who are Christian: This is the offer of the college for the best four years of your life."

Professor Edmondson asked me to give the salient features of the Chicago plan and I decided to do so and compare them with the Bucknell plan. Both the Chicago and the Bucknell plans are sincere attempts to fulfill that offer of the college, to give a richer, broader, more cultural education than we have heretofore been able to do, to try to give for a student that opportunity that President Hyde speaks of, to make him as much as possible at home in all lands and all ages, to count nature a familiar acquaintance and art an intimate friend, to gain a standard for the appreciation of other man's work and for the criticism of his own and to help him, as much as may be in the short time possible, to carry the keys of the world's library in his pocket.

I think it is a very valuable thing for a Dean of Men to be informed as much as possible with relation to the problems of the curriculum of his university, because it makes him sympathetic with the general plan of education and gives him an opportunity to advise students who constantly come to him with regard to their work.

Dean C. S. Boucher of the College of Arts, Literature, and Science of the University of Chicago wrote: "A few years ago some of us, who gave thought and study to the total intellectual menu offered to our students with the privilege of selecting their own diet, came to the conclusion that most students did not get a properly balanced intellectual diet, and, even worse, that it was impossible for them to do so, even with the best of guidance, in spite of the fact that our offerings were legion. This impossibility arose from the over-enrichment of the curriculum with the multiplicity of highly specialized departmental offerings. The accumulation of knowledge in so many fields of thought had become so vast, and the refinement of skills, techniques, and methods of thoughtful work in each of these numerous fields had become so great, that it seemed impossible for a student to attain anything approaching a satisfactory general education; the only educational goal with adequate provision for attainment was that of a specialist."

The University of Chicago Committee on College Curriculum, in reporting to the College Faculty on February 7, 1931, stated: "We are submitting herewith a program which we believe combines proposals for new

departures and experiments, together with the retention of the best fruits of past experience."

The salient features of the University of Chicago plan, which was a radical departure from all accepted procedures in college education, are:

1. A college course of two years with a certificate or diploma at the end for those who desire it.
2. No required attendance at classes. Entirely voluntary.
3. No grades kept by the Recorder that count toward a degree. Credit hours or semester hours eliminated.
4. Grade points or quality credits discontinued.
5. Completion of the requirements of the College Division measured entirely by comprehensive examinations.
6. General survey courses offered to large groups by the lecture method.
7. Very carefully prepared syllabi with appropriate bibliographical material and sample examinations prepared and published.
8. Methods of instruction:
 - Class lecture.
 - Discussion in sectional meetings.
 - Individual consultations.
 - Laboratory work.
 - Other types of formal or informal activities.
9. Adequate instruction in English Composition provided for those who need it. The work in English Composition based to considerable extent on the written work in the college courses. Placement tests given to determine student's mastery of English.
10. Examinations may be taken at any time a student is ready for them, and any number at a time within the two-year period.

The University of Chicago plan, adopted in 1931, reorganized the entire University on the following basis:

1. The College.

Not a four year college as we know it, but a two year college which provides for what is generally called "junior-college" work, but of a more comprehensive type.
2. The four divisions of the University.

After completing his general education in the College and passing the comprehensive examinations a student may "pursue advanced work toward a degree along some special field of interest in one of the four Divisions, or in a Professional School."

The Divisions at the University are:

 - The Division of the Biological Sciences.
 - The Division of the Humanities.
 - The Division of the Physical Sciences.
 - The Division of the Social Sciences.

The Division of the Biological Sciences includes:

Anatomy	Physical Culture and Athletics
Botany	Physiology
Home Economics (represented in the Social Sciences)	Psychology (represented in the Social Sciences)
Hygiene and Bacteriology	Zoology
Medicine	

The Division of the Humanities includes:

Art	Latin Language and Literature
Comparative Philology	Music
Comparative Religion	New Testament and Early Christian Literature
Germanic Languages and Literatures	Oriental Languages and Literatures
English Language and Literature	Philosophy
Greek Language and Literature	Romance Languages and Literatures
History (Also in the Social Sciences)	

The Division of the Physical Sciences includes:

Astronomy	Mathematics
Chemistry	Military Science and Tactics
Geography (Also in the Social Sciences)	Physics
Geology and Paleontology	

The Division of the Social Sciences includes:

Anthropology	History (Also in the Humanities)
Economics	Political Science
Education	Sociology
Geography (Also in the Physical Sciences)	

A student may continue work in any one of the Divisions for the Bachelor's degree, the Master's degree or the Doctor's degree.

There are seven Professional Schools in the University: the School of Commerce and Administration, the Divinity School, the Graduate Library School, the Law School, Rush Medical College, the School of Education, and the School of Social Service Administration. A student may enter the School of Commerce and Administration or the Divinity School from the College to continue work toward a Bachelor's degree. To enter the other Professional Schools work in a Division will be required in addition to the two years of training in the College.

Distinctive Features of the Chicago Plan—From Dean Boucher's "The First Year of the New College Plan"

1. The Bachelor's degree requirements are stated solely in terms of educational attainments measured by two sets of comprehensive

examinations, one set at the junior college level to test primarily general education, and the other set at the senior college level to test primarily depth of penetration in a large yet special field of thought selected by the student.

To maintain a wholesome balance between breadth and depth of educational experience examinations "are set to demand:

- a. The attainment of the minimum essentials of factual information and an introduction to the method of thought and work in each of the four divisional fields, the Humanities, the Social Sciences, the Physical Sciences and the Biological Sciences, such as may be expected of a student who has pursued a general course through an academic year in each of the four divisional fields.
- b. The attainment of such mastery of the subject matter, techniques, habits of thought and methods of work in two of the four divisional fields as may be expected of a student who has pursued an advanced course in two of the fields."
- c. "A demonstration in the examinations of the student's ability to express himself with clarity and accuracy in written English."
2. The old lock-step, time-serving routine requirements in terms of course credits and grade points have been abandoned.
3. Class attendance is not required, but is voluntary on the part of the student.
4. The relationship between the student and professor has been completely changed by divorce of the examination function (which has been placed in the control of a Board of Examinations) from the instructional function.
5. Four new courses, a year-course in each of the four large fields of thought—the Biological Sciences, the Humanities, the Physical Sciences and the Social Sciences—have been specially designed to serve the general-education needs of the student, with a wide variety of instructional methods carefully selected and proportioned in the light of the educational objectives to be attained.
6. A carefully prepared syllabus, with appropriate bibliographical citations, for every course at the junior college level available for each student.
7. A faculty adviser, who is selected for each student in the light of his educational needs and ambitions, takes his responsibilities seriously and is ready at all times to play the role of guide, counselor and friend.

Comments by Dean Boucher

"Each student can capitalize to the fullest his past achievements and his present capacity for achievement—he may save time in the fulfillment of the junior college requirements in exact conformity with his degree of superiority over the average student in regard to past achievements and present capacity for achievement. A student may present himself for any examination at any regular examination period—in June,

September, or December—whether he has participated in all, or any part, or none of the class work of any course.

"We have found that some students either are prepared or can prepare themselves without instructional assistance for one or more examinations; others need only part of the regular work of a given course; while the majority need all of the class work offered as an aid to the attainment of the knowledge and intellectual power necessary to pass each prescribed and each elective examination."

"A student may take any or all of the examinations at any time they are offered. We plan to offer all examinations four times a year as soon as possible. Each examination set by the Board of Examinations becomes public property as soon as it has been given."

"Though there are some slight differences among the four upper divisions regarding Bachelor's degree requirements, the general plan is that the student shall devote one-third of his senior college program to work in his chosen department and one-third to work in related departments within the division, the remaining third to be elected by the student either in his division or in any other division."

"The average full-time student carries four classes each quarter with ten hours a week expected for each course, making a forty hour student schedule."

"Tests are given at frequent intervals, not for credit purposes but for instructional purposes, in order that students and instructors may learn how much the students have achieved."

COMMENTS BY DEAN BOUCHER ON THE RESULTS OF THE FIRST YEAR OF THE NEW COLLEGE PLAN

Time-Saving Opportunities

"At the end of the first week of classes last autumn, a student came to the professor in charge of one of the new introductory general courses and said: 'I have read the syllabus, noting the bibliographical citations, and believe that I am now adequately prepared for the examination in this field.' 'That's interesting,' said the professor, 'let's talk it over together.' After half an hour the professor said, 'I agree with you. It would be a boring repetition and waste of time for you to take this course. Go to your adviser and tell him I recommend that you register for an advanced course. When the examination for the field of this course that you are dropping is offered, present yourself and the chances are decidedly that you will pass it satisfactorily.' He did. Under the old plan, course credits were required; under the new plan, a demonstration of achievement is the sole requirements. Thus a student can save time on his Bachelor's degree in direct ratio with the extent of his superiority."

Student-Instruction Relations

"During the third week of the autumn quarter last year, when the professor in charge of the physical science course was completing the discussion of one unit of work preparatory to beginning a new unit, one of the students, speaking for several of his fellow-students as well as for himself, asked: 'How much of this material we have covered in this

unit do we have to know?' The professor smiled and answered: 'You don't seem to get the idea of the new plan. As far as I am concerned you don't have to know anything. I have no power to grant or deny you a course credit or a grade that counts on your degree. I and the entire instructional staff of this course are available to help you in every way we can to master as much of this field of thought as is possible in the time at our disposal. We are not here to crack the whip or hold a club over your head'."

Class Attendance Voluntary

"Class attendance on the voluntary basis under the new plan has averaged almost exactly what it was under the old plan with attendance required. Attendance under the new plan seems to be in direct ratio with the extent to which the students think the class period is profitable to them, while there was no such relationship under the old plan when a course credit was at stake..... A group of students, talking informally and not for publication, expressed their attitude as follows: 'So many able and distinguished lecturers and instructors have been provided for the Freshmen courses that we would no more think of "cutting" a class than we would think of throwing away a ticket for a concert or the theater for which we had paid good money. If we "cut" we are sure to miss something of value to us for which we have paid a tuition fee, and the instructors are only interested in helping those who endeavor to help themselves'."

Increased Demands on the Library

"In the first week of the current autumn quarter we were confronted with a library problem quite different from that of a year ago: then, the the problem was to get the students started to using the library; now, the problem is to provide enough books and enough attendants to give adequate and prompt service to the library customers. Rush orders were sent by telegram for more books, and an already strained budget had to be revised to provide additional service."

Students have asked for special discussion sections at which Dean Boucher says, "The attendance was surprisingly large, and the discussions by the students were stimulating and of remarkably high caliber."

Dean Boucher says: "The University arranged to provide laboratory work in the introductory general course in the biological sciences on a voluntary basis for members of the freshman class who requested it. About half the class reported to the laboratory regularly thereafter."

So much for the Chicago plan.

Before taking up the Bucknell plan, I wish to read two quotations from President Rainey of Bucknell.

"Bucknell, like many other colleges, has been serving four distinct functions: it is trying to complete the processes of secondary education often inadequately done in the secondary schools; it is trying to provide a liberal or general education for its Bachelor of Arts students; it is providing pre-professional curricula for the major intellectual professions such as medicine, law, theology, etc.; and it is offering professional training in several fields, such as engineering, business administration and the training of teachers. To attempt to do all four of these things has

made it difficult for the liberal arts college to accomplish its major purpose—that of providing an intellectually trained leadership.”

“Music and art are to receive an important place in this program. Their neglect in the curricula of arts colleges has been conspicuous. Their emphasis in the future is certain. We have been busily engaged in the past in mastering and developing a frontier. That frontier is gone, but a new one looms up to take its place. We have been engaged in mastering our natural resources. This has been accomplished to an amazing degree. In the future the center of gravity of human interests must increasingly be put upon the development of our spiritual resources—upon those values that will enrich our lives. It is here that philosophy, religion, music, art, and physical well-being will come into their natural estate in our educational program. An appreciation of these values will be an absolute necessity for the liberally educated man of the future.”

A word as to the history of the Bucknell plan. A few months after President Rainey came to Bucknell, the Board of Trustees authorized a survey of the university. Instead of having outside men come in to conduct this survey, it was determined to have ten faculty survey committees on administration, faculty, curriculum, personnel, student health service and sanitation, religion, physical education and intercollegiate athletics, engineering and physical needs, conduct surveys on their own record, and then to have an expert survey committee composed of Doctor C. H. Judd, Director of the School of Education of the University of Chicago and Dean Melvin Haggerty of the School of Education of the University of Minnesota, give their survey report based on the studies of the committees.

The faculty survey committees worked very faithfully for some months on a comprehensive survey of the whole work, after which Dr. Judd and Dean Haggerty came to the campus, stayed for a time, got acquainted with the survey reports, and last summer gave their report.

The faculty this year has been engaged in the process of reorganization in accordance with that expert report. The plan of the organization of the work has been to form a lower division and an upper division. The lower division of two years is designed to lay a broad, liberal foundation for a student's cultural education, to emphasize breadth and to try to orient him in the major fields of knowledge.

The upper division leaves the student entirely free, so far as prescribed subjects are concerned, to concentrate under the guidance of his adviser on the field of his major interest or interests.

The effort is made to allocate all professional work to the upper division for those who want to go to law schools, medical schools, schools of theology and so forth. The objective of the upper division is a reasonable mastery of a single field of knowledge rather than superficial contact with many fields.

President Rainey says:

“A serious fault of colleges in recent years has been the over-departmentalization of the curricula. Departments have multiplied and curricula have been expanded to such a degree that virtually all unity and continuity of educational programs have been sacrificed. Bucknell has

abolished the departmental organization, and has substituted a group organization."

You will notice on the sheet given you that the five groups are:

The language group, English, French, German, Greek, Latin, Spanish;

The social science group, comprising economics, history, political science, sociology, education;

The natural science group with astronomy, biology, chemistry, geology, mathematics, physics;

Then a group that was hard to name, we called it philosophy and the arts, philosophy, psychology, religion, art, music, it is a little miscellaneous; and engineering, including the four branches, civil, chemical, electrical and mechanical.

Underneath the groups, you will find the curriculum for the lower division. The freshman year, you will notice includes a full year survey course in the history of western man, a study of man's evolving culture from primitive time to the present. To give you a little idea of what is included in that course, I will quote from a tentative syllabus. It is expected that some fifteen professors will make some contributions to this survey course for freshmen. It starts out with a Phehistory of the Orient, the Egyptian Legacy, the Hebrew Heritage, the Greek City State, the Greek Religion, Greek Philosophy, Greek Art, Greek Imperialism, the Roman Republic, the Roman Empire, the Legacy of Rome, Barbarian Invasions and the Decline of Rome, the Triumph of Christianity, the Feudal System, Medieval Art, Medieval Philosophy and Education, the Medieval Church, Crusades and Their Cultural Gifts, the Italian Renaissance, the Art of Italy, the Renaissance in Northern Europe, the Political Aspects of the Renaissance, then it goes on down to the British and French rivalry, the Rise of Prussia, the American Revolution, the French Revolution, the Napoleonic Era and so on, a pretty complete survey course in the history of western man.

Then there is a full year course in the survey of the natural sciences, given perhaps by eight or ten professors, for students not majoring in science. This survey includes a little of astronomy, biology, chemistry, geology, mathematics and physics, and it is given with emphasis upon the part they have played in man's evolving culture and their relationship to his present life.

Then there is a full year course in the best literature of the world. For example, this course is supposed to be given, or parts of it, by some fourteen professors. It begins with selections from the Bible, Homer's "Iliad and Odyssey," Sophocles' "Antigone," Eurpides' "Hippilytus," Plautus' "Captives," Vergel's "Aeneid," Plato, Aristotle and Horace, Beowulf, Old English Elegies, Elder Edda and Nibelungenliood, Song of Roland, Dante's Comedy, Chaucer's Prologue, Mowry's Death of Arthur, and so on down through the Faerie Queene, Shakespeare, Milton's Paradise Lost, Moliere, Addison, Dryden, Steele and so on.

Then there is a semester course in hygiene and a two hour semester course in art and music, appreciation of art and appreciation of music, a course in physical education and some elective work that a student may start on.

In the sophomore year, there is a survey course for one semester in the evolution of modern social institutions, participated in by a number of professors; a semester course in the principles of economics; semester courses in psychology and philosophy; a two hour course in religion, giving something of the religions of the world and their leaders, and then either art or music, whichever one wasn't selected in the freshman year; physical education and two electives. That completes the required work.

The extra requirement for graduation in the Bachelor of Arts Course is simply a reading knowledge of a foreign language.

The curriculum for the upper division, under the guidance of the group chairman and the student adviser, concentrates on the student's field of major interest for those who are taking a bachelor of arts course or who wish to enter graduate school. The pre-professional work is completed in the case of students who are preparing for law, medicine or theology, and professional work is done in the case of students who wish to take business administration or to train for teaching.

Comprehensive examinations, in addition to the course examinations, are to be given at the end of the lower division for admission to the upper division and are to be given again before graduation in the field of a student's major interest.

A university council has been established, composed of the president of the University, the Dean of the College, the Dean of Students, the Registrar, the Director of Summer Session and Extension, and the Chairmen of the five groups. That council is taking over the duties formerly performed by a goodly number of faculty committees.

The office of the Dean of Students has been created, the chief function of which will be to organize and administer a student personnel and guidance program which, we hope, will enable us to meet adequately the needs of the individual students.

The Dean of Students will have responsibility for supervising matters which pertain to all students, namely, student guidance, student measurements, student activities, student organizations, student publications, and he has established or organized a rather elaborate personnel council, of which I will not have time to speak.

In conclusion, I wish to speak of some differences between the Chicago plan and the Bucknell plan.

The University of Chicago plan can be successful in a great university which maintains a college, a graduate school and professional schools. It would be a difficult plan, a very difficult plan for a small, liberal arts college to administer. If the University faculty goes into the plan of the University of Chicago with enthusiasm and carries it through, I anticipate that it will be a real success in a great university which is more or less a unit in itself and a law unto itself.

The Bucknell plan we feel is far better adapted to the small liberal arts college for these reasons:

The Bucknell plan retains the four year requirement for graduation, two years in the lower division, two in the upper division, as opposed to the indeterminate length of the college course in the Chicago plan, by

which a student who has been in residence for only one quarter might pass the examinations of the whole two year college course and be admitted to a division.

The Bucknell plan retains the regular schedule of classes as formerly.

Students in the Bucknell plan are expected to attend classes, as opposed to the wholly voluntary attendance in the Chicago plan.

The same semester system of grading, with grades A, B, C, D, E, F, is retained in the Bucknell plan as opposed to the Chicago plan in which the instructor merely indicates that a student has done satisfactory work or unsatisfactory work or that he hasn't done sufficient so that the instructor feels capable of giving a judgment, and in which the instructor has no power to grant or deny a student a course credit or a grade that counts toward his degree.

The same system of credits and transcripts as formerly is retained in the Bucknell plan, hence no difficulty will be found regarding students entering other universities with advanced standing. It must be especially difficult for a student of the University of Chicago, who takes only one year or four or five quarters and who hasn't taken his comprehensive examinations, to transfer to another university. He has no course credits, no grades, perhaps no credit for comprehensive examinations. Now, a great university like Chicago can administer that plan, but a small college would have great difficulty in having the universities accept its transfer students on any such sort of basis.

A final semester examination in each course is required at Bucknell, as well as the comprehensive examinations at the end of the lower division and the upper division, as opposed to the Chicago plan in which no examinations are required for the separate courses and promotion is based entirely upon the results of the comprehensive examinations.

In the Bucknell plan, students must pass each individual subject as well as comprehensive examinations. In this, it is entirely different from the Chicago plan.

The Bucknell plan contemplates no certificates or diploma at the end of the lower division, whereas, the Chicago plan provides for the granting of a certificate signifying the satisfactory completion of the requirements of the college to any student who may desire it.

In the Bucknell plan, comprehensive examinations are to be given only once a year, probably in May. In the Chicago plan, all comprehensive examinations are to be offered four times a year, each examination becoming public property as soon as it is given. The expense and the work involved in such a plan would be altogether prohibitive in a small liberal arts college.

I have tried to give you as fairly as I can the salient features of the Chicago and the Bucknell plans. Both are based on a sincere attempt to provide a rich, broad, cultural education for students, and I will close as I began by saying that both plans are intended to fulfill that offer of the college a little better than we have been able to do it before, that offer of which President Hyde spoke. It is the desire to help each student to be at home in all lands and all ages, to have him become as far as may be a familiar friend of nature and an intimate friend of art,

to have him gain as far as possible a standard for the appreciation of other men's work and for the criticism of his own and to have him get in the limited time as far as he can the ability to carry the keys of the world's library in his pocket.

President Edmondson: This paper is open for discussion or questions.

Evans, Toledo: May I ask this question, have you ever thought of adding to this the question of Oriental World Life?

Rivenburg, Bucknell: It is simply a question, I suppose, of the balance of the course in that history of western man as to how much time could be devoted to it. We give a course in the regular history department on the history of the ancient orient.

Stratton, Drexel: I would like to ask Dean Rivenburg what happens when some of your men who have entered technical courses, such as engineering, want to go on for graduate work? Coming from a technical school, I think there is nobody who appreciates more than I do the need for this cultural work, but at the same time, we are confronted constantly by the fact that the graduates must have the little requirements of the graduate school. For instance, a man to go to M. I. T. must have certain credits in certain courses. Now, those students in the freshman and sophomore year, if the man were to just take mathematics, would he have a survey course in mathematics or would he have calculus as such and then when he got—in our course, it would be three years, because ours is five years, and yours it would be the junior, would he have all the things necessary for higher mathematics? Or does he find himself a little short at that point?

Rivenburg, Bucknell: I should have said we don't attempt to apply this new plan to engineering, except that the engineering courses include, in the freshman and sophomore years, a little of the survey work, as much as possible. They give the survey of world literature and English composition. I should have said that world literature includes English composition for those who need it. Some will have sufficient knowledge of English composition that they take seven hours in world literature and one in English composition, others will have five hours in world literature and two in English composition.

And then there is the history of western man survey for engineers in the freshman year. The second year they have the evolution of modern social institutions and the principles of economics. But it was not possible to bring engineering under this general plan.

The people who want to prepare for medicine get their preparation in the upper division, the junior and senior years. The same is true of those who want a degree in commerce and finance, they concentrate in that type of work in the junior and senior years. The same is true with those who want to teach. The people who want to go into work which is dependent upon mathematics will be expected to elect the regular courses in mathematics at the beginning, not any survey course in mathematics.

Dirks, DePauw: This reading knowledge of a foreign language, those students who start in the freshman or sophomore year, are they expected to take a language there or is it optional?

Rivenburg, Bucknell: It is optional as to how they shall get that reasoning knowledge. If a student has had a good deal of foreign language work in high school and can satisfy the examinations, can show that he has a reading knowledge of the language, he can take the examination when he comes into the college, or he can take some of the work in college, just as he pleases. That is his look out to prepare himself for the examination.

Melcher, Kentucky: What do you call a reading knowledge, do you allow him a dictionary in that?

Rivenburg, Bucknell: I think the foreign language departments are going to determine a reading knowledge, on this general basis:

An elementary reading knowledge would be the sort of attainment that is expected of a person who has had at least two years of work in foreign language in high school, with a corresponding degree in translation, and an advanced reading knowledge would be the equivalent of four years, I think it is, of work in foreign language, perhaps three in high school and a year in college, with corresponding ability in translation. They are going to give examinations to test the reading knowledge, but they are going to make a difference between the elementary reading knowledge, which is required in biology for example, I think, and the advanced reading knowledge in the A. B. degree courses.

Smith, DePauw: I ran into an interesting thing in Chicago a couple of weeks ago in connection with their plan. There were four boys of the anti-Hitlerite faith that didn't register for any quarter until the quarter they chose to take the examination, so they had been going to the university for four quarters without paying any tuition fee, and then they paid a tuition fee the quarter they were particularly interested in coming up for the examination. The university is having a little difficulty now since they take no attendance and are undecided as to how they are going to collect their tuition fee.

President Edmondson: Are there further comments? Dean Rivenburg, I want to thank you for that interesting discussion.

I regret that our friend Leftwich from far-away Texas was not able to be here. Our good friend Dean Moore had the same difficulty. We miss them.

We will proceed now to the business meeting.

Whereupon the Convention adjourned from the formal program to go into the business session.

BUSINESS SESSION

President Edmondson: I will call first for recommendations from the Survey Committee, which reported the first thing on this program Thursday. Dean Gardner.

Gardner, Akron: Mr. President, may I read this recommendation once more?

"Therefore, it is recommended by the Committee that the Association go on record as approving the following:

"That a Dean or Adviser of Men is an administrative officer of an

educational institution possessing the training, the authority and the means to aid the individual male student in the solution of his personal problems and to direct his group activities in such a way as to further the student's development and the general educational program of the institution."

Mr. President, I move that the Association approve the recommendation of the Committee.

Motion seconded by Dean Park, Ohio State, and unanimously carried.

Melcher, Kentucky: Mr. Chairman I desire to resign as chairman of the Resolutions Committee as I am now considered by the Association as a dean emeritus.

Smith, DePauw: I move that the resignation be accepted and that Dean Miller, U. C. L. A., be appointed chairman.

Cole, Louisiana State: I second the motion.

The motion was passed unanimously.

President Edsonson: I will call next for a report from the Secretary-Treasurer, Dean Gardner.

TREASURER'S REPORT

July 28, 1932—April 28, 1933

Receipts

Balance on hand:

From Survey Fund	\$ 16.97	
From 1932 Treasurer	209.39	
Advertisement—1932 "Counselor"	10.00	
Dues from 57 members	570.00	
Sale of Minutes	6.51	
TOTAL		\$812.87

Disbursements

J. W. Armstrong—"Counselor" deficit	\$115.00	
Expenses 1932 convention:		
Express, telegrams, etc.	9.65	
Stenographic report	50.00	
Printing and mailing Minutes	337.42	
Current Expenses:		
Letterheads and envelopes	6.50	
Printing constitution	5.00	
Invoices	2.50	
Postage	9.51	
Treasurer's ledger	1.60	
President's expenditures	25.55	\$562.73
BALANCE CARRIED FORWARD		\$250.14

Cole, Louisiana State: Mr. President, I move that the report of the Secretary-Treasurer be accepted.

Motion seconded and unanimously carried.

President Edmondson: I will call now for a report from the Committee on Resolutions.

Miller, U. C. L. A.: Mr. Chairman, I have received many benefits from this meeting. One of the greatest has been to see the efficiency that developed and can be developed by our fellow dean who was serving as chairman of the committee. Dean Melcher called the committee together and said, "Armstrong, you take care of that resolution about beer," and he turned to me and he said, "You take care of the other resolution." We said, "Well, what are you going to do?" He said, "I am going to visit a nephew of mine here in the city."

I want to present the following resolution:

"Whereas the Fifteenth Annual Meeting of the National Association of Deans and Advisers of Men has given us another opportunity to renew our friendships, to receive helpful suggestions through discussion of our common problems and to gain inspiration for our work during the coming year,

"Be It Therefore Resolved: That we hereby express our deep appreciation and sincere thanks to Dean and Mrs. Park and Dean Milligan for their gracious hospitality and kindly concern for our enjoyment,

"To President C. E. Edmondson, Secretary D. H. Gardner, and their associates on the executive committee for their excellent work in promoting the interests of the association during the past year and for the fine program they have prepared for us;

"To President G. W. Rightmire, of Ohio State University, for his gracious Address of Welcome;

"To Dean Emeritus Stanley Coulter for his inspirational address;

"To Dean C. R. Melcher, who becomes Dean Emeritus this year, for his many years of loyal and constructive service to our association:

"To President W. L. Bryan of Indiana University, who so generously sacrificed his time and energy to come to our meeting and give us a splendid and stimulating address:

"To the Ohio State University fraternities who provided us with a most pleasant and profitable evening at their annual "Greek Night" Banquet;

"To our guest speakers, Mr. Allen Duerr, Mr. Malcolm C. Sewell and Mr. Charles D. Hurrey, for their stimulating papers and for their constructive work with our national fraternities."

Mr. Chairman, I move that this resolution be adopted and placed in the files of the secretary.

Cole, Louisiana State: I second the motion.

Motion unanimously carried.

President Edmondson: I will call upon Dean Armstrong for an additional report from the Committee on Resolutions.

Armstrong, Northwestern: It seems the other day when I got up on the floor of our august assembly that I got my neck out farther than I knew on this matter of the use of the newly legalized beer in fraternity houses and university premises. I wish to re-state in as simple language as possible, some of my attitudes on the point, correlated with certain conversations which I have had, before I present this resolution.

I think that this is one problem where involved in it is a tremendous task in discriminating between the essential and the non-essential, between the true and the half true, and between the theory and the practice.

I believe that in the last ten years, we have been going through a tremendously interesting period in regard to certain behavior concepts and pre-concepts which we have held in educational institutions and in regard to certain behavior problems which are as old as the hills, namely, the problems involved in drinking.

I was brought up in a good Methodist home and I was taught that the good Old Demon Rum was something to fear. I presume that the vast majority of American boys who have come up to educational institutions—I say the majority and I believe that—have regarded the problem of the use of alcoholic beverages as essentially a moral problem and the emotional resistance which they have built up against it or which was built up in families against it was very genuine and very real. I know I am old enough to recall a great vividness the anti-booze campaigns and crusades which were held in my home town and I know the moral and personal derelicts which used to be thrown out into the streets from the forty-two saloons which were in my small town of 15,000.

At the same time, I think we have had an interesting experience in the last ten years. A lot of people have found out that everything that was said about the Demon Rum was not true. I am an army man, I went through the great War, I had some very revealing things shown to me during the war. I was in a regular army outfit and I had in my squad a crowd of the old army boys and I know what it is to see pay day come in the army and I know the few simple vices that those men have. At the same time, I found out something about the men who used to get drunk on pay day, but, by George, when they said something, when they said that they were going through, they meant that they were going through and if you had any question, all you had to do was keep your eye on them in the pinch.

Now, I think that is somewhat the experience of the American public in times of prohibition. A lot of people have learned that all that was said about the Demon Rum need not necessarily be true.

Now, I am not speaking of certain families where alcoholic beverages were used, have been used temperately, where the whole family has been brought up with a well-educated viewpoint in regard to self control in the handling of these beverages and families in which drunkenness is as much of a vice as it ever was to the dear old Methodist minister into whose church I came as a boy; who have a decided personal code in regard to a gentleman and that didn't mean either that he was to drink until he felt just a little bit tipsy.

Now, that thing in itself, it seems to me, has brought up a very difficult problem in regard to our own attitudes. I found in disciplinary measures, as you perhaps have found in your own campus, that you have coming in to your campus every year just a lot of boys who have gotten acquainted with this matter of bootleg booze or who have been brought up in families of a different type and we have passed through undoubt-

edly in our American institutions a very long period of discouraging the boy who was found with a bottle in his hand, and in that process I think—certainly I would say so from the many conversations which I have held with members of our own association, there has been growing not an increased tolerance for certain vices, but an increased insight into the nature of boys and an increased knowledge in how to approach their personal problems.

Now, in this present situation, as I stated the other day, I personally believe that there is certain dangers. I will try to enumerate them as best I can in this impromptu fashion.

The first danger, I think, is the danger of accepting the political sophistry that was ejected on to the American public by the legalization of beer, that because Congress says that an alcoholic beverage of a certain content is not intoxicating, that necessarily that is the fact. If my friends who understand these things pretty thoroughly are correct, and I certainly believe they are, this beer—not the beer that you are getting now because little of it that I have seen is actually up to full strength, but this beer that is proposed of a 3.2 percentage of alcohol by weight, is as strong as a lot of the old beer was and stronger than certainly the so-called light beers. Now, Congress voting up or voting down what is intoxicating is like changing the value of pi or this, that or the other. That is the first danger.

The second danger, I think is for any university at this end of the game to straddle on to its administrative officers some ironclad regulation that is impossible to enforce, that will involve you into the questionable practices of making examples of the few boys who are found to violate the regulation and having them go off surreptitiously and doing as they please, because they can fool any one of us and don't let us ever kid ourselves into believing that they can't, and making of ourselves someone who is less acceptable than ever the pussy-foot men were during the times of this last prohibition era. I think if we want to fold up our tents in a nice way and get off of the campus, one of the best ways to do would be to get extra-legalistic and extra-regulatory on this matter of beer.

Now, I think again there is a danger at the other extreme, and as I say, I believe this is a very difficult problem in discrimination, there is a difficult problem in the other extreme and that is to tell to the American boy that since this thing is legalized there is no problem in it, which isn't true. There always has, there always will be a problem in handling alcoholic liquors. Legalizing it or declaring it illegal doesn't eliminate that problem, although it does change it. And I believe we have got to keep that in mind.

Again, I think we must beware of coming before the institutions which we represent or the boys whom we know and saying that the old views on liquor were wrong, that if a man knows how to handle it, knows how to govern it, knows how to control himself, knows how to use it in a temperate way, that that is a valid type of action. Now, that is true in my own personal beliefs, I have lots of friends to whom this is a personal problem. As Dean Coulter was saying to me, the use of liquor

is not a moral problem, the abuse of liquor is. There are people who believe that. And yet I think that if we represent ourselves to our campuses as having gone liberal and promulgating this idea, that there is an essential danger in such a position.

To me, it is just as correct for a man to say that his prototype, the personal standard which he wishes to adopt is the standard of the American Athlete, who, as a training matter, has eliminated from his own personal habits anything which could in the slightest, cut his wind down, impair his physical ability or to engage himself into practices which were, at the best, not helpful physically.

Now again, there is a little argument about that last part, but certainly we have had growing up in this country, a tremendous tradition which we should appreciate, an athletic tradition in the American universities which, to my mind, is one of the finest traditions in America, these splendid young men who are keeping training rules. And I am not talking about the athlete who goes out and blows off once in a while, there are those types, but I am talking about the fellows that I know about, that are on my campus, that are on your campus, that live a life of careful training and they are the finest crowd of clean-cut, hard-hitting men that we possible could put an eye on.

Now, I say I don't want to do anything to disturb that prototype, although I am perfectly willing to say that in certain other instances, an individual's more liberal policy is a valid approach to the problems of character and life. And therefore, I believe that anything we do in this association should bear those values in mind.

Now, I have no desire in coming before this assembly, I have no desire in bringing this matter before you, but simply because in talking to certain ones of you something seemed to be warranted, I present this resolution to do with as you choose. I have my own viewpoints on this, I have my own attitudes, we have our own problems in Northwestern and I have only one thing to say and that is this institution has never been a set of pusillanimous tolerants. What we think, I think we should say fairly and honestly. I have no belief that we are all unanimous in these matters in our opinions. But let us say as an association what we think. Let us not say to the fraternities, "That is your problem," when the fraternity comes to us and asks us what we think.

Let us not say to the State Legislatures, "That is your problem," when they want to know what the educational institutions of this country think. And the biggest vice in this present situation, as I see it, is the tremendous amount of mental slovenliness that is going on and, as I see it, that was one of the biggest problems in the whole prohibition era. They quit talking about the problem of drink and they began to talk about the problem of law enforcement.

The liquor problem has always been a problem, it always will be a problem as long as human nature is as it is, and insofar as we can keep our mind on the essential aspects of this thing, we have some possibility of progress. But the moment we get ourselves off into legalistic arguments, the moment we begin to say, "It is the other fellow's job to do the

thinking," I think we are getting in a bad way. That is my own personal belief.

Now, I offer this resolution simply for what it is worth.

BE IT RESOLVED—That the following statements express the attitude of the National Association of Deans and Advisers of Men in regard to the recent legalization of beer:

That while believing that there would be few difficulties connected with the liquor problem if people consuming alcoholic beverages knew how to use them with moderation and self-control, the Association realizes that in practice the use of intoxicants has been and remains a serious social problem with the American public.

It believes that the legalization of beer changes but does not eliminate the problem.

It is of the opinion that if universities permit the sale of beer on their premises or within student residences, an influence is thereby engendered toward the consumption of the drink—an influence which has decidedly questionable value to the personal habits of American youth.

It believes that permitting the sale and consumption of drinks with small alcoholic content under the above circumstances will not make easier the residence problems involved in the consumption of stronger intoxicants.

The Association deprecates prohibitory regulations forbidding the consumption of these beverages and penalizing students for using them, but it goes on record as opposing the policy of permitting the sale or consumption of beer on university premises or within student houses and considers that the policy of avoidance of liquor which has been exalted in the training of college athletes, is a far more worthy personal guide for American youth than the cultivation of an appetite and habit of using alcoholic drinks.

And finally, the Association expresses its congratulations to those American social fraternities who with clear insight, have expressed their opposition to bring the newly legalized beer into their chapter houses.

Smith, DePauw: Mr. Chairman, when we were talking about this the other morning, I was one of the men at the time that Dean Armstrong presented this, who urged him to put this into some form for the conference to consider. It was my feeling at the time, I shared this feeling with the other men present, that with all due respect to the men who were called on the other day to speak on the liquor problem, they were called on, on the spur of the moment, in many instances, the attitude of their own university could not be expressed by them because they had not yet faced the problem, and yet in thinking over the comments which were made at that time in the discussion of the problem of the newly legalized beer, it seems to me that we are sitting on the fence as an association. We have said we will wash our hands of the whole problems and let somebody else deal with it. Personally, I would

hate to see our minutes go out so as to give that sort of an interpretation to the public in general.

Therefore, I should like to move the adoption of this resolution to express the attitude of the association.

Cole, Louisiana: I second the motion.

President Edmondson: Is there further discussion?

Cole, Louisiana: Mr. President, I might say further, in addition to what Dean Armstrong said, that the two years I was the post exchange officer of the Fourth Infantry down on the border, Congress allowed us to sell two per cent beer to the soldiers, and I have seen plenty of drunk soldiers on two per cent beer. And I agree with him that the present beer is not up to its legal standard and that with four per cent beer we will have twice as many drunks. I agree with him further on this proposition that we shouldn't straddle the fence. Beer should not only not be sold on the several campuses or served in fraternity houses or rooming houses occupied by students, but it should be prohibited from being sold near the university. We were able to get our governing body of the parish to prevent its sale within a half mile of our campus.

Miller, U. C. L. A.: I was called on very unexpectedly the other day to make a statement regarding the attitude of our university and I did state correctly our attitude that we, as far as we thought it through, did not propose to attempt to pass an iron clad regulation prohibiting its use by fraternity men and to attempt to enforce it. I don't believe it can be. But we have never had any intention of straddling this issue. My personal conviction is that one of the most serious problems in connection with fraternity life is the problem of the freshmen. Many freshmen come to school with certain habits, certain convictions the use of liquor and go into the fraternity house and some of them become accustomed to drinking through association with their fraternity brothers, some of them are not able to exercise that self control and great judgment that would prevent it from becoming a serious handicap to them with regard to their success later in life.

For that reason, we intend to take this attitude, that it should not be served on the campus, as I stated the other day we definitely decided that, and to do everything possible to prevent its being served regularly in fraternity houses where it seems to me it would eliminate what few helps there are now for those boys who desire to stick to their habits, to their convictions against this, in fact, it would create an environment in which it would be very difficult for them to adhere to those convictions.

I think for that reason this resolution expresses very well the position we expect to take along this matter and I am very much in favor of it.

Tolbert, Florida: Mr. President, I don't want to prolong this discussion, I am sorry it came up so late in the meeting, for I think it deserves a good deal more care than we can give it in the last moment.

I would like to call attention to one place in the resolution which seems to me goes out of our way to hunt a rat. That is in the last paragraph. I want to move to delete about three words. "And, finally, the Association expresses its congratulations to the American social fra-

ternities who with clear insight have expressed their opposition to bringing the new legalized beer into their chapter houses," that is all right, but why go out of our way to hunt a rat with politicians, members of Congress and members of Legislatures to call what they have done political sophistry?

Now, it may be, but why tell them so? So I want to move to amend this resolution by striking out the words, "into the political sophistries on the times."

Armstrong, Northwestern: Mr. Chairman, I want to say that I don't have the same qualms about the statement. Perhaps in writing that particular part of the thing I said unqualifiedly what was a personal view I have never been able to see how it is any more than a laughable matter that the Senate of the United States as of one date declares a certain percentage of alcohol in beer intoxicating and one month later or two months later, signs a bill to say that something beyond that alcoholic content is not intoxicating. Now, maybe that is not political sophistry, but it smacks of that to me.

Now, may I say, as far as the resolution is concerned, whether we want to twitch the tail of the lion or the bear or the mule is a matter of our own personal opinion. That to me is not a sacred or sanctified aspect of this question. I personally wouldn't advocate or back up one iota, but I should not object if those words are stricken from the resolution. I am willing to consider that as a motion and second it.

Stone, West Virginia: How many campuses represented here have fraternity councils that have issued declarations or passed resolutions on their own initiative concerning this new beverage?

President Edmondson: Let's have a show of hands of institutions whose local fraternity councils have prohibited or made a statement concerning the use of beer in their houses. I see one hand.

Stone, West Virginia: I might say this, our faculty council has absolutely done nothing, passed no resolutions, but on their own initiative and without anybody stimulating them, our fraternity council passed their own resolutions saying that no beer, wine or other alcoholic drink shall be bought, used or sold in any of the fraternity houses or used at any of the functions of the fraternities that belong to the university council. I notice the University of Pittsburg Council Administration did the same thing. I noticed in yesterday's Columbus Citizen that the Board of Park Commissioners for Niagara Falls have passed regulations there.

I would like to ask one other question. Is there anyone here who can tell me whether the United States Government has passed any regulations, as it has been reported it has, prohibiting the sale or use of the new beer at Annapolis and West Point? I read an article which stated that the Government had prohibited the sale or use of this beer at Annapolis or West Point. Now, it seems to me these few facts are pertinent and I will sit right down.

President Edmondson: The question before the house is that we strike out the phrase, "into the political sophistries of the times," so that the final paragraph shall read, "And finally, the Association expresses its congratulations to the American social fraternities who with

clear insight have expressed their opposition to bringing the new legalized beer into their chapter houses."

Motion to amend carried.

Lancaster, Alabama: Mr. Chairman, speaking as a representative of a state institution, I think that Dean Tolbert and I both agree thoroughly with Dean Armstrong that there has been a good deal of political sophistry. On the other hand, Dean Tolbert gets a hundred per cent of his appropriation from the state legislature of the State of Florida, we draw quite a little of our own from the State of Alabama, and I think it is well not to say it.

Anderson, Wooster: Mr. President, I am perfectly willing for this to go through as it is, but I do want personally and for my institution to lodge an objection to the introductory phrase there, because I still believe that there is danger in moderate drinking. I think that is just where we go wrong very frequently. David Starr Jordan says that the difficulty to our judgment comes before the difficulty to our legs. And very frequently those who begin on this moderately go on. You may say that going on is nothing moderate, but the moderate is the thing that starts it.

Our college has taken the point of view through the President that we are against beer that is intoxicating. Now, if what we are talking about is what somebody drank down here in Columbus the day it came out, he drank seventeen bottles they say with no ill effects at all, we are not interested. But I feel that I can't vote for that with that first phrase in there. However, I will be quite happy to have the rest of you vote for it. I think the statement about the prohibition part is all right as we understand it. But we are appealing not as a legal matter, but we are appealing to the student as a student, urging, first of all, to appeal to the students, and second, if he continues his drinking, for the group to take legal action among themselves, and on the third offense, come before the board for dismissal.

President Edmondson: The question is upon the adoption of the resolution as you have heard it read as amended.

Motion to adopt resolution as amended carried.

Anderson, Wooster: Mr. President, could we get copies of this pretty soon? Is it possible, Dean Gardner?

Gardner, Akron: I guess so.

President Edmondson: I will instruct the secretary to send out copies of this resolution.

We will now call for the report of the Committee on the place and nominations.

Gardner, Akron: Dean Bursley and Dean Field were forced to leave, so they left their recommendation with me and asked me to read it to you.

The recommendation of the Nominating Committee for officers for for ensuing year are:

For President, Dean Lobdell of Massachusetts Institute of Technology.

For Vice-President, Dean Tolbert, University of Florida.

The recommendation is that Northwestern University at Evanston, Illinois, be host for the gathering in 1934. The Committee wishes to say that they had received four or five invitations and felt that this was possibly the most centralized place, in view of many conditions, but hoped that the invitations would be renewed in 1934-35.

Mr. President, I move the acceptance of this report.

Melcher, Kentucky: I second the motion.

Cole, Louisiana State: Mr. Chairman, might I state that Louisiana State University was one of those asking the Committee to consider them as the place for the next meeting and that we will vote to go to Northwestern, but that we right here and now extend you an invitation to come to our place in 1935.

President Edmondson: There is the first invitation.

Stratton, Drexel: Mr. Chairman, the Philadelphia Chamber of Commerce and the colleges at Philadelphia, of course, asked me also to extend the same invitation.

Gardner, Akron: Mr. President, I am sure Dean Moore of Texas would like me, as he has written me many times about it, to reiterate his invitation to come to Texas. He wanted us very badly this time and I am sure he would want that invitation placed in the minutes for consideration at a later date.

President Edmondson: Are you ready to vote on the resolution?

Motion unanimously carried.

Dirks, DePauw: Mr. Chairman, I wonder, since we are not having these minutes censured or sent to the various people who spoke, whether we couldn't have the minutes of this meeting come to us much earlier than they usually do? They come months after the meeting, after the enthusiasm of the meeting is gone, and since Dean Gardner is not going to have to deal with all of us individually and wait indefinitely for the return of the clippings that he sends, I wonder if those minutes couldn't be printed and sent out very promptly this year so that we may have them for reference? None of us took notes of what was going on here because we know that all of it is coming in the minutes. I suggest these minutes be sent to us just as soon as they can be.

President Edmondson: That is the intention, Dean Dirks, and it seems that it will be possible to do so.

Gardner, Akron: Mr. President, I would like to say one thing. We have a financial problem. You notice that the minutes cost \$334.00. The balance at the present time, after payment of certain other expenses here, will only be around \$200.00. Now, if I can induce the printer to take a deposit and print the minutes and give him the rest after the first of next October, we can do it. I hope that you will have your minutes some time in June if the printer can do that. Possibly I am overstating it, but we will work just as fast as we can this year.

Cole, Louisiana State: Just one thing. I have looked through the records of the former Deans of Men of the University office for the information of our former meetings, and I haven't been able to look back through these minutes and see what it would cost to get a complete

record of all minutes of this association from the time of its founding to the present time?

President Edmondson: That was discussed in the Executive Committee last night. Dean Gardner, will you state the situation briefly?

Gardner, Akron: We are trying to dig them up. We have them back to 1926, although we are a little short on some copies. We are going to make every effort to write to some of the older men and some of the former secretaries and try to dig up these minutes. We have copies back to 1926, I think we can supply you all with copies back that far, with the possible exception of one year, but we are going to make every effort to find copies and possibly bind them in a loose leaf form of binder which would then be on sale at a modest price, the cost of binding and postage, if we can bring that about. I will try to let you know as soon as that is accomplished.

President Edmondson: Any further comments? Gentlemen, until we meet again, we are adjourned.

The Convention then adjourned at 11:55 a. m.

APPENDIX A

Official Roster of Those in Attendance

<i>Name</i>	<i>Institution</i>	<i>Title</i>
Alderman, W. E.	Beloit College	Dean of Men
Anderson, James, Jr.	Wooster College	Dean of Men
Armstrong, James W.	Northwestern University	Dean of Men
Bishop, R. W.	University of Cincinnati	Exec. Secy. Y. M. C. A.
Bosworth, E. F.	Oberlin College	Dean of Men
Bradford, George	Wooster College	Junior Dean
Bursley, J. A.	University of Michigan	Dean of Students
Chapman, M. J.	Oberlin College	Mgr. of Men's Building
Cole, J. P.	Louisiana University	Dean of Student Affairs
Corbett, L. S.	University of Maine	Dean of Men
Cottrell, D. P.	Teach. College, Columbia	Assoc. Prof. of Education
Coulter, Stanley	Eli Lilly Co., Indianapolis	Dean of Men Emeritus
Detweiler, F. G.	Denison University	Dean of Men
Dirk, L. H.	Depauw University	Dean of Men
Duerr, Alvan E.	National Interfraternity Council	
Dutton, G. E.	University of Delaware	Dean
Edmondson, C. E.	Indiana University	Dean of Men
Evans, G. F.	University of Toledo	Dean of Men
Field, Floyd	Ga. School of Technology	Dean of Men
Fisher, M. L.	Purdue University	Dean of Men
Gardner, D. H.	University of Akron	Dean of Men
Graves, S. A.	Detroit In. of Technology	Dean
Hall, Newton	University of Akron	Asst. to Dean of Men
Householder, J. E.	Ohio University	Assistant Dean of Men
Hurrey, C. D.	Committee on Friendly Relations Among Foreign Students	Secretary
Kiper, James C.	Indiana University	Asst. to Dean of Men
Kuebler, Clark G.	Northwestern University	Head Counsellor
Lancaster, D. S.	University of Alabama	Dean of Men
Manchester, R. E.	Kent State College	Dean of Men
Melcher, C. R.	University of Kentucky	Dean of Men
Miller, Earl J.	University of California at Los Angeles	Dean of Men
Milligan, Fred J.	Ohio State University	Assistant Dean of Men
O'Rear F. B.	Teach. College, Columbia	Assoc. Prof. of Education
Ott, Edward R.	Northwestern University	Counsellor
Park, J. A.	Ohio State University	Dean of Men
Patton, L. K.	Teach. College, Columbia	Student
Pershing, B. H.	Wittenberg College	Dean of Men
Phipps, C. R.	Emporia Teachers College	Dean of Men
Rivenburg, R. H.	Bucknell University	Dean of College
Rollins, J. L.	Northwestern University	Assistant Dean of Men
Sanders, W. L.	Ohio Wesleyan University	Dean of Men
Selden, J. P.	College of City of Detroit	Dean of Students
Shank, Donald	University of Akron	Asst. to Dean of Men
Shatzer, C. G.	Wittenberg College	
Smith, G. Herbert	DePauw University	Dean of Freshmen
Stephens, G. W.	Washington U. (St. Louis)	Dean of Students
Stone, Harry E.	West Virginia University	Dean of Men
Stratton, L. D.	Drexel Institute	Dean of Men
Strother, Fred	Ohio State University	Fraternity Auditor
Thompson, T. J.	University of Nebraska	Dean of Student Affairs
Thompson, J. J.	St. Olaf College	Dean of Men
Thompson, W. H.	University of Omaha	Dean of Men
Tolbert, B. A.	University of Florida	Dean of Men
Weng, F. H.	Indiana State Teachers	Dean of Men
Werner, Henry	Kansas University	Dean of Men

Abbreviations: Teach., *Teachers'*

APPENDIX B

Roster of Ladies Group

Mrs. E. F. Bosworth	Mrs. Floyd Field	Mrs. R. E. Manchester
Mrs. J. P. Cole	Mrs. M. L. Fisher	Mrs. J. A. Park
Mrs. L. S. Corbett	Mrs. D. H. Gardner	Mrs. C. R. Phipps
Mrs. C. E. Edmondson		Mrs. W. L. Sanders

APPENDIX C

At the meeting of the wives of the Deans on April 29, 1933, Mrs. C. E. Edmondson acted as President and Mrs. D. H. Gardner as Secretary. A vote of thanks was given to Mrs. Park for her very gracious hospitality. Also, a greeting was extended to the women who were unable to attend this meeting and they were urged to be present at future meetings. It was requested that these resolutions be included in the minutes of the National Association of Deans and Advisers of Men.

APPENDIX D

Roster of Members 1932-1933

<i>Institution</i>	<i>Representative</i>
Akron, University of	D. H. Gardner
Alabama, University of	D. S. Lancaster
American University	G. B. Wood
Arkansas, University of	G. E. Ripley
Beloit College	W. E. Alderman
Brown University	S. T. Arnold
Bucknell University	R. H. Rivenburg
California at Los Angeles, University of	Earl J. Miller
Carnegie Institute of Technology	A. W. Tarbell
Cincinnati, University of	R. W. Bishop
Colorado Agricultural College	S. A. Johnson
Colorado, University of	H. G. Carlson
Denver, University of	John Lawson
DePauw University	L. H. Dirks
Detroit, College of the City of	J. P. Selden
Florida, University of	B. A. Tolbert
Georgia School of Technology	Floyd Field
Hiram College	C. W. Hall
Illinois, University of	Fred Turner
Indiana University	C. E. Edmondson
Iowa State College of Agriculture and Mechanical Arts	M. D. Helser
Iowa State Teachers College	L. I. Reed
Iowa, State University of	Robert Rienow
Kansas, University of	Henry Werner
Kent State College	R. E. Manchester
Kentucky, University of	C. R. Melcher
Louisiana State University	J. P. Cole
MacAlester College	C. E. Ficken
Maine, University of	L. S. Corbett
Massachusetts Institute of Technology	H. E. Lobdell

APPENDIX D—Continued

<i>Institution</i>	<i>Representative</i>
Michigan, University of	J. A. Bursley
Minnesota, University of	E. E. Nicholson
Missouri, University of	A. K. Heckel
Montana State College	J. M. Hamilton
Montana, State University of	J. Earll Miller
North Carolina State College of Agriculture & Eng.	E. L. Cloyd
Northwestern University	J. W. Armstrong
Oberlin College	E. F. Bosworth
Ohio State University	J. A. Park
Ohio University	J. R. Johnston
Ohio Wesleyan University	W. L. Sanders
Oklahoma, University of	J. F. Findlay
Princeton University	Christian Gauss
Purdue University	M. L. Fisher
Rutgers University	Fraser Metzger
St. Olaf College	J. J. Thompson
South Dakota School of Mines	C. G. Watson
South Dakota, University of	J. H. Julian
Southern California, University of	Francis Bacon
Southern Methodist University	A. C. Zumbrunnen
Stanford University	George Culver
Texas, University of	V. I. Moore
Washington, State College of	Carl Morrow
Washington University	G. W. Stephens
Wheaton College	L. A. Higley
Wisconsin, University of	S. H. Goodnight
Wooster, College of	James Anderson, Jr.

APPENDIX E

Summary of Previous Meetings

The first two meetings were held in 1919 and 1920 and resulted from the initiative of several deans in the Middle West. The conferences were informal and no publication was made of the minutes.

<i>Meeting</i>	<i>Present</i>	<i>Place</i>	<i>President</i>	<i>Secretary</i>
3rd	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4th	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5th	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6th	29	Ann Harbor, Mich.	J. A. Bursley	E. E. Nicholson
7th	31	Chapel Hill, N. C.	Robert Reinow	F. F. Bradshaw
8th	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9th	43	Atlanta, Ga.	Floyd Field	F. F. Bradshaw
10th	50	Boulder, Colo.	S. H. Goodnight	F. M. Dawson
11th	75	Washington, D. C.	G. B. Culver	V. I. Moore
12th	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13th	83	Knoxville, Tenn.	W. L. Sanders	V. I. Moore
14th	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15th	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner

The next annual meeting will be held at Northwestern University, Evanston, Illinois, from March 29 to March 31, 1934.

APPENDIX F

Minutes of Executive Committee

The Executive Committee met in the evenings of April 26 and April 28, 1933. Deans Moore and Lobdell were absent.

The matter of editing the minutes was discussed and the secretary was instructed to present a resolution to the Association to ascertain opinion on the question.

After lengthy discussion it was decided to charge \$1.00 registration fee for all present at the conference except guests and honorary members. In the case of institutions which are members of the Association, their fee is to be credited to their dues for the following fiscal year.

Considerable discussion took place relative to the preparation of a written history of Dean of Men. It was decided that the editor of the *Counselor* should take steps to collect short articles about the pioneer Deans and any other data relative to their experiences for possible publication in the magazine—this not in any way to interfere with Dean Sanders' work which is to be a composite volume of all the materials.

The budget for the next year was discussed. It was suggested that the secretary make arrangements with the postoffice authorities so that single copies of the minutes may be mailed at lower rates. If these arrangements can be made, the secretary is to send single copies to Deans whom he thinks may be interested in the Association.

The results of the survey were discussed and it was decided to have Mr. Hall and Mr. Shank of the University of Akron to study the data and from them prepare any papers which might be considered valuable.

